DOCUMENT RESUME

ED 101 722 IR 001 574

AUTHOR	Saddler, Virginia B.
TITLE	Role of the Library in Education. The Library Image as Presented in Selected Teacher Training Textbooks in Use in the State of Kentucky.
INSTITUTION	Union Coll., Barbourville, Ky.
PUB DATE	70
NOTE	116p.
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	Content Analysis; Education Courses; *Library Instruction; *Library Role; Questionnaires; *School Libraries; *Schools of Education; *Teacher Education; Teachers Colleges; Textbook Content; Textbook Research
IDENTIFIERS	*Kentucky

ABSTRACT

A study was made to discover how the public school educator views the library and its librarian and what attempts are made in Kentucky teacher training institutions to offer instruction in the use of library facilities. Specific questions involved the image and role of libraries in education textbooks and courses, and the implications of that image. Analysis of questionnaires sent to heads of education departments and reference librarians in Kentucky teacher training institutions, along with analyses of textbooks used, revealed that the library image presented to would-be teachers is often blurred, distorted, lackluster, or nonexistent. The general impression gleaned from the study is that the public school library is generally felt to have little effect on the education of students. Since those institutions which did provide instruction on library use found no adequate textbook for the purpose, the author has provided an outline for such a unit. The appendixes include letters, questionnaires, summaries of questionnaire findings, and a list of the textbooks examined. (LS)

ED101722

Role of the Library in Education

The library image as presented in selected teacher training textbooks in use in the State of Kentucky

BEST COPY AVAILABLE

by VIRGINIA B. SADDLER
Union College
Barbourville, Ky.

IR 001 574

ED101722

ROLE OF THE LIBRARY IN EDUCATION

The Library Image
As Presented In Selected Teacher Training Textbooks
In Use In the State of Kentucky

by

Virginia B. Saddler

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

TABLE OF CONTENTS

page

Preface....iv

Part I Defining the Problem

The Guidelines....1
Questionnaire I....2
Response....4
Analysis....5
Questionnaire II....7
Response....8
Analysis of Questionnaire I and II....8

Part II The Textbooks

Analysis of Individual Textbooks
Bent. Principles of Secondary Education....13
Brown. A-V Instruction....15
Butler. Idealism in Education....18
Bayles. Pragmatism in Education
Morris. Existentialism in Education
Chamberlain. The Teacher and School Organization....19
Charles. A Preface to Education....22
Clark. Secondary School Teaching Methods....23
Cressman. Public Education in America....26
Crow. Introduction to Education....29
DeYoung. American Education....36
Frasier. Introduction to the Study of Education....40
Frost. Introduction to American Education....42
Lee. Elementary Education Today and Tomorrow....44
Lueck. Effective Secondary Education....47
Reece. Interdisciplinary Readings....50
Meyer. Educational History of the American People....51
Morris. Becoming an Educator....52
Nerbovig. Teaching in the Elementary School....56
Oliva. The Secondary School Today....59
Perkins. Human Development and Learning....63
Petersen. The Elementary School Teacher....65
Richey. Planning for Teaching....69
Stone. Foundations of Education....71
Mingo. The Philosophy of American Education....74
Summary of Findings....75
Textbook Evaluation Chart....77
Unit Outline on the Library's Role in Public School Education..81

Part III Implications of the Public School Library Image

The Educators' Role in Library Improvement....84
The Librarians' Role in Library Improvement....88

BEST COPY AVAILABLE

Part IV Appendix

Cover Letter to Questionnaire I.....92
Questionnaire I.....93
Cover Letter to Questionnaire II.....94
Questionnaire II.....95
Summary of Questionnaire Returns.....96
Summary of Replies to Questionnaire I.....97
Summary of Replies to Questionnaires I and II.....98
Bibliography of Textbooks Examined.....99
Textbooks by Institution.....101

PREFACE

The library profession has been concerned about its image for years. We like to shrug off the old stereotyped impression of the librarian - that mousy little woman, spectacles sliding down her nose, hair pulled back severely in a careless bun, with a pencil stuck haphazardly through it, slipping around the room in her cushion soled shoes making certain that all of her books are in place and shushing her patrons. She is the typical librarian of the cartoon and comic strip, the kind I'm still told jokes about. "This is the happiest day of my life. All the books are in but one, and it's due tomorrow!" We feel ourselves snugly beyond this description. We point with pride to our beautiful edifices of architectural splendor, our tremendous collections, our increased circulation, our better educated personnel, and rest comfortably, thinking our image has changed. Our scarcity in numbers has placed a high premium on our services. We have achieved faculty status in our institutions of higher learning and feel we have won the fight to prove ourselves the educational equal of the professional educators. Our image, despite the tremendous growth of our libraries, may not, however, have changed as much as we would like to think.

If our physical image is distorted might not our functional image also be open to question? Can we be certain that our public understands the role the librarian plays in the operation of our libraries? The distinction between the attendant at the circulation desk, the file clerk at the catalog, the page in the stack, and the librarian in the office, frequently fuse together in the mind of the layman. Often they fuse together in the mind of the professional as well, who all too often engages in the clerical. The assumption that everyone who works in libraries is a librarian, is not uncommon. We have no cap to wear like the nurse who is easily identifiable among the aides in a hospital. We've had little time to train our assistants in basic library techniques and when a member of our public asks the desk attendant a complex reference question which he is unable to answer, in the eye of the public, the "librarians" are not very helpful. Thus our professionalism is impugned and our image tarnishes.

In addition to our blurred physical and functional image of the librarian, the physical and functional image of the library itself is open to speculation. Our libraries started out as mere depositories for books and the

librarians ere the attendants hired to look after the quarters and the collections. As the collections grew, the job of the librarian became more complex. Selection and organization called for highly skilled and educated personnel familiar with the ever-widening growth in information and capable of devising an ever-expandable classification scheme. As municipal support was solicited for maintenance of the depository, reference services were offered as an extra dividend. Servicing the needs of the individual became part of the librarians job, a job met by the establishment of reference departments and readers' advisory services in every major library in the country. The caliber of service, however, was dependent on the amount of financial support the library could muster.

In the tremendous information explosion of the post World War II world, our libraries are trying to keep pace with the immediate information demands of an ever-increasing information-conscious public. Television has outdistanced reading as a source of entertainment, and our libraries are being used more and more for information that can be quickly acquired and easily digested. We are trying to meet this need, however, in the same way we met the justification of public financial support years ago. We expect the reference librarian to meet the individual need of the individual patron when what is called for is mass education of all students, enabling them to search out information expeditiously and intelligently for themselves. Until this is done, it is my contention, that the image of the library and the librarian will remain blurred. The concept of the library as a mere depository, despite its inclusion of the multi-media, and the librarian as an attendant, will prevail, and our public will not gain the maximum benefit of the facility we have worked so hard to build up for them.

The purpose of this treatise is to bring to light some of the conceptions that our educational colleagues have of the library and its librarian. It was prompted by a recent experience I had when asked to speak to an introductory education class on the role of the library in the public school. Admittedly, I had been asked to conduct the class for the purpose of showing the prospective teachers how to utilize a resource person to enhance their classroom teaching, as much as I had been asked, to increase the subject content of the discussion. I was told what chapter in their textbook the students had been

BEST COPY AVAILABLE

assigned to read, and that I might want to browse through it. The distortions that appeared in that 1966 coprighted book were an insult to the profession, especially those remarks regarding educational requirements and job opportunities. Over a period of months, I glanced at other education textbooks and discovered something even more disturbing. I found an absence of information regarding the library in the teacher training textbooks. Despite what the guidelines of the state of Kentucky said regarding teaching of library services in the education courses, it appeared that prospective teachers were not being given any information regarding the role that the library played in the teaching and learning experience. I determined that my casual examination called for a more thorough investigation of education textbooks in the light of their library references.

In this report I am attempting to discover two things: how the public school educator views the library and its librarian, and what attempt is being made in our teacher training institutions to offer instruction in the use of library facilities. I shall do this by questionnaires and examination of the education textbooks being used in these institutions. The study will be limited in scope to the state of Kentucky and the textbooks examined will be those used in the basic introductory courses in education.

I will attempt to answer the following questions and hopefully offer some recommendations. What image of the library and its role in education is being given through the education texts in our teacher training programs? What instruction in use of the college library is offered students enrolled in our institutions of higher learning that might modify instruction given in the teacher training programs? What impression of the library are the teachers and the students likely to get from such instruction? What are the implications of the image, calling for responsible action on the part of the education and the library profession?

I wish to thank Dr. Charles Wesley Simms, Director of Education at Union College, for his sage advice and assistance in helping me amass the textbooks and other materials for examination. I should also like to thank Mr. James B. McFerrin, Union College Librarian, for patiently and cheerfully accepting the extra burden of a short-handed staff while I was absent from my library duties. Thanks are also due Mrs. Lois Buis, the library technician who has afforded me

the opportunity to spread my professional wings, my Mentor who has read this manuscript with an eye for clarity of thought and typed it with an air of pride and involvement. Most of all, however, I want to thank a library-minded college administration for insisting that librarians share, as faculty equals, the right to be granted sabbatical leave to pursue whatever research interests they can justify.

V.R.S.

Union College
Barbourville, Kentucky
January 1970

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Defining the Problem

THE GUIDELINES

The Department of Education of the state of Kentucky issues regulatory guidelines to insure that all teacher training institutions in the state follow acceptable practices, policies and procedures for teacher education and certification. In the 1967 edition of Kentucky Teacher Education and Certification it states that the guidelines "reflect the best thinking in the state and in the nation with respect to the preparation of teachers and other professional school personnel."[1]

In addition to setting down requirements for certification of school personnel, the guidelines also indicate the content of some of the courses required for professional preparation of teachers. One finds that a student applying for elementary or secondary certification must have from two to six semester hours in Introduction to Education and/or School Organization. The state allows that "this area may be offered as a course or as a unit in another course or incorporated in another area of the professional block."[2]

The content of this course/or unit is spelled out as follows:

> "Preparation in this area should include a study of teaching as a profession; the purpose of education in a democracy; an analysis of the function of schools today; a study of classroom and school organization; the teacher's expanding role in the educational porgram (sic); an analysis of each phase of the school program including guidance services, library services, evaluation and reporting on a system-wide, school-wide, and on an individual basis, etc."[3]

This study is based on the premise, to which leading educators have testified, that all the teachers in the state of Kentucky should have an analysis of library services in either an introduction to education course, a school organization course or in some other area of the professional block.

---

[1] Kentucky, Department of Education, Kentucky Teacher Education and Certification, Educational Bulletin, v.35, no.3. (1967 ed.; Frankfort: Department of Education, 1967) Foreword.

[2] Ibid., 71, 97. Later repeated verbatim in Teacher Education Circular no.253 (Revision of no.246) dated April 17, 1968, Sec. 3b of the Guidelines for the Preparation-Certification for Secondary School Teachers.

[3] Ibid., 70-71, 96-97.

With this proposition in mind, this investigation has been limited to those textbooks being used in the introduction to education or school organization courses, or its equivalent whatever the name, in the teacher training institutions of Kentucky.

Kentucky teacher training institutions are defined as those four-year, fully accredited, senior colleges listed in the tenth edition of American Universities and Colleges.[4]

They are as follows:

Asbury College, Wilmore, Kentucky
* Bellarmine College, Louisville
Berea College, Berea
Brescia College, Owensboro
Campbellsville College, Campbellsville
** Catherine Spalding College, Louisville
Centre College, Danville
Cumberland College, Williamsburg
Eastern Kentucky University, Richmond
Georgetown College, Georgetown
Kentucky State College, Frankfort
Kentucky Wesleyan College, Owensboro
Morehead State University, Morehead
Murray State University, Murray
** Nazareth College of Kentucky, Nazareth
Pikeville College, Pikeville
Thomas More College, Fort Mitchell
Transylvania College, Lexington
Union College, Barbourville
University of Kentucky, Lexington
University of Louisville, Louisville
* Ursuline College, Louisville
Western Kentucky University, Bowling Green

* Bellarmine-Ursuline have merged
** Nazareth and Catherine Spalding merged August 1969 into Spalding College

QUESTIONNAIRE I

In order to determine the textbooks being used by the Kentucky teacher training institutions for their introductory education course, a questionnaire

---

[4]Otis A. Singletary (ed.), American Universities and Colleges (10th ed.; Washington, D. C.: American Council on Education, 1968), p.546-574.

was devised as the most expedient approach. Every attempt was made to allow for facility in filling out data and all but two questions could be answered by checking the appropriate response (copy appended). The questionnaires, along with a return self-addressed envelope, were sent to the Directors of Education, by name where they could be verified, along with a cover letter (copy appended) explaining the purpose of the research.

Since all the colleges in the state do not label their courses the same, and since the state offered the schools the option of studying the library services in either of two courses, the questionnaire had to be worded in such a way as to establish the course in which the subject was being covered. It is not within the scope of this paper to study all education texts, only those used to back up the course covering the library unit.

The first question thus asked was whether students, preparing for the teaching field, had a unit on the role of the library in the school. Next, in which course the subject was treated, and then, the name of the textbook used for that course. The fourth question was submitted to establish whether the education directors were satisfied with their choice of text. The answers to these four questions would be all that was really essential to this study.

The manner in which the unit was presented to the students was considered as being of interest, however. By a series of statements to be checked, an attempt was made to learn whether the unit was covered by an assigned reading from the textbook, with or without classroom discussion, whether another book was assigned and if so what book. If there was a classroom discussion on the unit, an attempt was made to discover who led the discussion. The directors asked whether there was a film used to augment the assignment, a visit to a school library or any other device used to enhance the presentation.

Realizing that some colleges offer formal instruction in the use of books and libraries, this too was felt to be a question appropriate to the purpose of the questionnaire. If such instruction was offered at a given college there could possibly be some justification for a different approach to the role of the school library for their students. An attempt was made to learn the nature of such instruction if available. Was it an elective or required course, a mere freshman orientation, or, instruction on the library offered in an English class? Other alternatives could be filled in.

The final question was aimed at the background in use of books and libraries on the part of the director filling out the questionnaire. They were asked to check whether they had ever had a graduate course in educational research, an undergraduate course in the use of books and libraries, a unit on the library in an undergraduate English class (or other class) or any other instruction. Fearing that such a question suggesting only, they had no training in use of books and libraries might be offensive to them, the statement, experience gained from years of library use, was inserted.

RESPONSE TO QUESTIONNAIRE I

One could not expect a 100% response from the questionnaires though it appeared that if there was to be a response it would be immediate. Of the twenty-three questionnaires sent out, sixteen replies were received. Seven were back within the first week, five the second week, with the others returning over a two month period. One school did not return the questionnaire but the head of the library program responded by letter answering some of the questions.

In response to the first question, ten schools reported that they do not present a unit on the school library in their education courses. There was obviously some ambiguity in the wording of the question as some of the responses indicated that instruction in use of the college library was confused for studying the role of the school library in an education course. Two responses were thus eliminated as meaningless. Four institutions replied that a unit on the role of the library in the school was taught. Only three of them, however, named the course and gave the text used. The units were taught in courses called Instructional Materials, Professional Orientation and Introduction to Education. All four schools expressed dissatisfaction with the text they were using.

In answer to the question on how the library unit was taught in these four institutions, one school reported an assigned reading from the textbook and none had assigned an outside reading or project. Three schools had a librarian in to lead the discussion with the fourth school reporting a "constant emphasis on the significance of the school library in the school program." Three of the schools reported a visit to a school library and one, the use of films. One reported a visit to the Library Learning Resource Center for a

BEST COPY AVAILABLE

lecture demonstration given by the librarian.

The questions dealing with the availability of instruction in use of books and libraries revealed that ten schools had some type of formal instruction. One school reported an elective course with one hour credit and a "modest enrollment." Five schools offer a freshman orientation on use of the library and nine schools reported the English classes as offering such instruction. Three of the schools reported discussion on use of materials in education courses, namely, Fundamental of Elementary Education, Methods, and Instructional Materials courses. One uses the curriculum library for instructional purposes.

Though the questionnaire was sent to the directors of the department of education over the state, six answers came back from delegated faculty. Eleven of the respondents had a course in educational research at the graduate level, two had an undergraduate course in use of books and libraries, five had instruction in an English class. Twelve checked that they had experience gained from years of library use. One assistant professor of education who filled out the questionnaire was a trained librarian herself at both the elementary and college level. One respondent was the head of the department of library science.

ANALYSIS OF QUESTIONNAIRE I

As soon as the answers started coming in it became apparent that the questionnaire had failed to give the answer anticipated. It seemed likely that the unit on the library would be by-passed by some schools but the extent to which it was ignored was unexpected. Twelve of the reporting schools were not giving any attention whatsoever to the role of the public school library in their education courses. The faulty assumption had been made that the teacher training institutions in Kentucky were following more closely the guidelines set out by the state Department of Education.

The four schools that did report a unit on the library expressed dissatisfaction with their textbook. This fact raised an interesting question. Did the other twelve schools skip the unit because their textbook did not mention the library? To determine this answer, obviously, the texts they were using would have to be examined. The questionnaire had not devulged this in-

formation.

Of those schools offering a unit on the role of the school library, only one stated that the textbook was the basis of the assignment. This would lead one to suspect that the other three schools may not have had a unit in the textbook worthy of an assignment; however, this did not deter them from teaching the unit. Hopefully it would seem to indicate that the schools were convinced that the library's role should be studied, textbook or not.

In analyzing the method the schools employed to teach the unit, it should be noted that a librarian handled the classroom discussion in all cases, two specifically noting the college librarian. In three instances a librarian was called in and in the fourth instance, the instructor was herself a librarian. It would appear that the teachers were aware of the value of having a specialist present the unit. In the case of the three teachers who were non-specialists, it is conceivable that they might also have felt their own inadequacy to handle the subject. That three of the schools felt the subject warranted a field trip to a school library for a first hand observation on utilization of school library facilities indicates the importance attributed to the unit.

The question relative to instruction in library use at the college level produced the fact that only one school out of the sixteen was making any attempt to offer a lay course on use of the library to its students. This course was an elective offered in the department of library science for a one hour credit with a "very modest enrollment." The appended notation is most significant, "counselling services is aware of it and are starting to boost enrollment." Though four schools do not offer instruction of any kind to their students, one of these offers the unit on the role of the library in its education course. Five institutions offer both a freshman orientation on library usage as well as instruction in an English class. Four schools offer instruction only in the English class. It seems obvious that the schools of Kentucky feel that there is no need for any depth-instruction in the use of the library. However, the question is raised as to the reliability of these statistics. Would the education director know what instruction is being offered students in other departments of the school?

The library background of the respondents revealed that eleven of the

sixteen respondents had taken a course in educational research at the graduate level with two of them having had an undergraduate course in books and libraries. One must remember, however, that three of the respondents were librarians. Nonetheless it would appear that the majority of the education directors and teachers at the graduate school level have had a course in the techniques of educational research. It seems apparent, however, that a teacher must get to graduate school before any formal hard-core instruction is offered and then obviously it is not a requirement of all graduate schools or all respondents would have checked the answer. One can't help but wonder if after having taken a course in the techniques of educational research, the respondent hadn't felt that perhaps there was more to the use of the library than is apparent to the average student; and if they did, why didn't these educators pay more attention to the role of the library in their education classes.

QUESTIONNAIRE II

A new approach had to be made to those schools that did not answer the questionnaire. There were seven of them: Bellarmine, Brescia, Centre, Pikeville, Transylvania, University of Kentucky and University of Louisville. An inquiry would also have to be redirected to those twelve schools that were not offering a unit on the library to learn what texts they were using. Perhaps from those texts a reason for the omission of the unit could be gleaned. In addition, Campbellsville College had not listed the name of their text though they admitted to having an unsatisfactory unit in it, and they would have to be approached again. Asbury, though teaching a unit on the library in their instructional materials course, did not offer it in their introduction course, and their textbook might explain the reason.

Another questionnaire was therefore designed to be sent this time to the reference librarian of twenty-one institutions. A cover letter explaining the study accompanied it (sample appended). The librarians would be able to give the name of the course designed to introduce the field of education to prospective teachers and the name of the text for that course. In addition, they could supply information relevant to formal, classroom instruction on use of the library and the nature of it in their institution. This latter information quite possibly would be answered differently by the librarian who should

be more aware of what is being done regarding library instruction in all departments of the institution.

RESPONSE TO QUESTIONNAIRE II

The second questionnaire was not sent out until October 1, 1969, and by this time a merger had taken place between Catherine Spalding and Nazareth of Kentucky. The previous Bellarmine-Ursuline merger prompted a joint reply from them. Hence, though 21 questionnaires were sent out, a response from 19 would represent a 100% return.

The reference librarians were less responsive than were the directors of education. However, after personal contact with librarians from five of the institutions and letters of inquiry to the head librarians of five other institutions, all but two questionnaires were completed and returned. After examining the institutional catalogs of those two institutions to determine course name and number, a phone call to the college bookstores brought the name of the texts for their introductory courses.

Two of the 21 teacher training institutions had not been sent questionnaire II because the information gathered the first time was complete. They offered the unit on the role of the library and they had named the course number and text title. As for the two schools that did not respond to questionnaire II, the answers from questionnaire I relative to instruction in library usage were available. The necessary data, therefore, was available for all 21 teacher training institutions in Kentucky.

ANALYSIS OF QUESTIONNAIRES

Sixteen institutions offer one basic introduction to education course while five schools have a basic introduction course for each level of instruction, elementary and secondary. (One school offers a "3-2 double degree program" for secondary education) Sixteen schools use only one text per course while four schools use more than one text and one school uses no text at all. Twenty schools reported instruction in use of the college library. Only one school reported no library instruction in questionnaire II though they stipulated that there was no <u>regular</u> instruction. It is worth noting that the directors of education of four schools had declared there was no library in-

struction in questionnaire I. They were not aware of what instruction was being offered. No school offers a required course in library usage, however, two schools offer an elective course. Fourteen reported a freshman orientation offering; but, two qualified their answers by saying that it was used up until this year and abandoned as inadequate. Seventeen institutions offer instruction in the English classes. Three schools reported instruction in other forms, one offering such instruction in a fundamentals of elementary education course and two of them offering instruction through an Education Curriculum Library.

Twenty-five textbooks were examined for 21 schools represented in this sampling. The discrepancy in numbers is accounted for by the fact that one school uses no textbook for its introductory course, some used more than one textbook, some have more than one basic introductory course and some textbooks are used by more than one school.

The names of the introductory education courses seem to have some degree of variation. Nine of the schools entitle their course, Introduction to Education. The others were called Survey of Education, Introduction to Studies in Education, Orientation in Education, Professional Orientation, Education and American Culture, Administration of the Public Schools, and the American School System. One school reported only one basic course entitled Foundations of Elementary Education. It seemed apparent that a second course would cover the secondary field though the respondent revealed none and listed no textbook as being used. There was a discrepancy between the title of one course that was given in questionnaire I and the title of that same course number in the college's catalog. The questionnaire title was Education 301, Education and American Culture, and the catalog title was Education 301, American Public Education.

Four schools chose to use more than one text for their course. One of these schools used a supplementary text of readings that had been edited by the chairman of the education department. Another school selected three short paperbacks as their texts. One school selected two texts for a course entitled Introduction to Secondary Education, with one of the texts devoted to teaching and the other to the principles of secondary education. The fourth school choosing two texts, did so for a one hour course entitled Orientation in Education.

Two of the institutions submitted the name of more than one education course along with its text, permitting a choice of the text pertinent to the survey. One institution sent the course name and text of a non-teacher preparation course and a phone call to the college bookstore provided the text title for the appropriate course.

The texts adopted by two of the schools were on the philosophy of education. This appeared to be an unusual kind of a text to present to students as a first introduction to the teaching field. One of these schools, however, offered this as the text for a course which juniors and seniors transferring into the teacher education program were told to substitute for an introductory lower division course which had no textbook.

Of the twenty-five books examined, eleven were general books on teaching and education, four were on philosophy of education (three of which were paperbacks adopted by one school). One was a text on child growth and development, one was an educational history, four were strictly geared towards secondary education and three to elementary education. One of the texts was a book on audio-visual instruction, used for an instructional materials course, in which the unit on the role of the library was taught. Another text submitted was one for an education course entitled Freshman Orientation and was a study skills manual designed for all students. Since it was not a teacher training textbook, it was not pertinent to this survey though it did include a unit on the library and was presented in questionnaire II as the text for a basic education course.

Only two of the texts have been adopted by more than one institution. Five institutions have adopted R. W. Richey's Planning for Teaching and two have adopted L. M. Chamberlain's The Teacher and School Organization.

In comparing the answer to the two questionnaires, only one discrepancy regarding teaching the library unit, was detected. One school disclosed in questionnaire I that no unit on the role of the library was offered in their introductory education course. The course was named but no text was listed. In redirecting questionnaire II to the head librarian for the text title, the same course number was given with the name of the two texts used in it. This statement was added, "The use of books and libraries is stressed in the course 100, because the need to know where to find information is as important as the

'why to teach'." The first questionnaire's response said, "I have talked with three of four of the professors in the School and all state that we do not have a planned program on the use of the school library." The first respondent said no such unit was offered in course 100. The second respondent implied that it was.

Since questionnaire II brought in a greater number of responses than the first questionnaire, it was found that there are two schools offering an elective course in books and libraries instead of one, Kentucky Wesleyan College as well as Western Kentucky University. No school had a required course on use of books and libraries. Questionnaire II confirmed that teaching use of the library is still the primary responsibility of the English department. Freshman orientation offerings follow closely as a second means of instruction. Two schools, however, felt that this latter manner of instruction was unsatisfactory and had abandoned it. Just what form this freshman orientation takes was not disclosed by this survey.

Some of the texts examined can not be evaluated on their library viewpoint because this kind of coverage would not fall within their natural scope The philosophy of education texts, for example, obviously could not be criticized if little or no mention of the library was given. The kind of library information that one would expect to find in a history of education text would be quite different from what you would expect to find in a text on the principles of education. A book on human growth and development would, likewise, not be expected to carry much library information. On the other hand, in a text on the newer education media, one would expect to find greater attention focused on the library as an instructional materials center. It would, therefore, be unfair and meaningless to try and compare the books with each other.

An examination of what the books say about the library, however, can present a fair idea of the school library image, reflecting its past performance and future expectations. The bulk of this study is a summary of what the textbooks say relative to the school library. These textbooks are those in use in the introductory education courses of the teacher training institutions of Kentucky and are presented alphabetically by author. The school adopting the text and the course for which it has been adopted is listed along with a descriptive annotation of the contents of the book. The number of library refer-

ences in the index and the table of contents are cited to give an indication of the degree and depth of coverage. A summary, with countless quotations, of what the author has to say about the library, follows. The viewpoint is then subjected to personal observation and interpretation, and a rating is given as to the kind of library image presented.

BEST COPY AVAILABLE

The Textbooks

Bent, Rudyard K. and Henry H. Kronenberg
Principles of Secondary Education. 5th ed. New York, McGraw-Hill, 1966. 423p., $7.95

Text adopted by:

Western Kentucky University
Educ. 200, Introduction to Secondary Education
(Used in conjunction with Richey's Planning For Teaching)

Description of text:

The book examines the secondary school of today, what it is and what it is trying to do. It treats of the manner in which the secondary school is organized to accomplish its purposes, how the curriculum is organized and what modifications in practices seem to be inevitable because of changes in society. It presents a picture of the activities and services of the secondary school, draws a final analysis and makes recommendations for improvement. Each chapter closes with a summary, group of questions for study and discussion, and a reading list.

Library references:

No reference is made to the library, librarians or instructional materials' center in the table of contents or the index.

SUMMARY AND EVALUATION

Even though the authors have not referred to the library in the table of contents or the index, there are scattered references to it. While concentrating on the curriculum, they devote 2 inches to the library's role in curriculum enrichment.

"The school is an environment in which pupils will be stimulated to make a conscious effort to learn. The school library is part of this environment, and since the school selects the books and provides an opportunity for pupils to read them, use of the library becomes a part of the curriculum. A few principles are presented for making the library more functional:

1/ The books, magazines, and pamphlets should be selected on the same basis as any other school experience or activity.
2/ They should be housed in one centrally located room.
3/ Books should be stacked on open shelves so that pupils may browse among them.
4/ All pupils should have a daily opportunity of one to two periods in which to use the library.
5/ A well-trained librarian should be employed to assist pupils in locating materials."

p.217

Later on in an eleven line, two paragraph entry in the chapter entitled, "Services: Activities, Guidance and Counseling," the authors state:

"The library is such a vital part of the high school that it is difficult to realize that it has not always been a service center. It was one of the first services introduced in the school after a definite need was experienced.

The library serves many functions. It provides parallel reading materials to supplement texts, references for locating needed information, and leisure-reading materials. In addition, many libraries house and catalog audio-visual equipment and supplies, such as films, phonograph records, pictures, maps, projectors, record players, and tape recorders. Libraries are rapidly growing into materials centers, housing instructional materials for both teachers and pupils."

p.360

Following this quotation is a 19 page discussion on the guidance and counseling services of the school. One might have hoped for equal treatment, if the library is as vital to the high school program as the authors contend. One cannot help but wonder at a vitality that can be dismissed so readily.

The library is referred to rather casually when the authors are discussing supervised study.

"The general study hall of the traditional schools has been replaced by study in the library or in classrooms supervised by the teachers who made the assignments."

p.360

One would not want to denigrate the library as a place to go to study but hopefully this statement does not infer that the library is a study hall where one goes for <u>supervised</u> study. Fortunately the authors do not suggest that the librarian act as supervisor. Students can build a negative attitude against a place where one is sent for enforced study.

As far as granting academic respectability to the librarians, the authors list them among the specialized teachers employed by all high schools.

While the text does not afford the substance for a unit on the role of the library in education, the authors acknowledge that the library plays an important part in the school program.

Rating: More acknowledgment of library's presence in the school
Lip service
School using this text does not offer unit on library

Brown, James Wilson, Richard B. Lewis and Fred F. Harcleroad
A-V Instruction: Media and Methods. 3rd ed. New York, McGraw-Hill, 1969. 621p., $11.50

Text adopted by:

Asbury College
"Instructional Materials" course
(Using 1964 edition currently, but will adopt this edition "probably")

Description of text:

The emphasis of this text is on educational media and the procedures employed in their use. Examples are taken from all subject fields and all levels of instruction, preschool to college. Part I provides the background and place of A-V media in teaching and learning. Part II gives the theoretical and practical considerations involved in selecting, creating and using the various resources. Part III, "Instructional Technology: Present and Future," discusses the possible future of educational technology in the light of current development. The "Self Instruction and Reference Sections" at the back of the book include a manual on the operation of audio visual equipment and duplicating processes. A glossary and classified directory of sources is also appended.

Library references:

In the index there is one reference to school libraries, one to media centers, two to the Library of Congress. In the table of contents, a section of one chapter is devoted to the single-school educational media center, and one section of another chapter, to listening centers.

SUMMARY AND EVALUATION

The entire book deals with instructional materials, many of which are housed in our school libraries, and most of which will eventually find their way into our instructional media centers of the modern school system. A text of this kind could not fail to recognize the changing concept of the library's role in education.

The most concentrated reference to the educational media center (or library) is in chapter three when the authors discuss learning resources and facilities. They point out that trained professional educational media personnel operate these centers, professional specialists whose time is devoted to,

> "locating, appraising, ordering, and processing materials needed for class or individual work."
>
> p.50

The authors include a chart showing the number and percentage of students at various educational levels with and without libraries. It is worth

noting that their chart indicates that 46.3% of the elementary children are without library services. A total of 29.6% of students, at all grade levels, elementary through high school, are without library services of any kind. The authors further state that the statistics are somewhat misleading.

> "It is one thing to report the "presence" of a library in a particular school; it is quite another to assess its adequacy. There is reason to believe that many of the so-called "libraries" enumerated in the study contained little more than a meager book collection and no non-book (audiovisual) materials at all.
>
> Obviously, we have a long way to go to bring school educational media center services up to levels recommended by leading professional organizations in the field."
>
> p.50-51

The authors elaborate on the changing concept of the library, no longer "a storehouse of books." The functions of the "new" media center are enumerated and the joint efforts of the classroom teachers in cooperation with the center's professional staff are stressed. The floor plan of a typical center is given along with many pictures of functioning media centers with students busily engaged in utilization of resources.

Considerable attention is also paid to the Standards for School Media Programs established by a joint committee of the Department of Audiovisual Instruction of the National Education Association and the American Association of School Librarians of the American Library Association. Charts on pages 54 and 55 list the resources and equipment that should be available and the basic and advanced recommendations established by the Committee. A case example, citing the services offered by Roosevelt High School in Portland, Oregon, is given. From this, the authors proceed to the services offered at the district, county, regional and state level.

When the authors discuss the National Defense Education Act of 1958 and the Elementary and Secondary Education Act of 1965, they refer to the instructional materials made available by these federal funds, many of these materials enriching the contents of our libraries. When discussing the improvement in learning environment, attention is focused on the trends in physical facilities for servicing large, medium and small groups.

Chapter four deals with the printed text and reference materials. The authors examine the values of textbooks, offer criteria for judging them and

proceed to point out the necessity of supplementary books,

> "to enrich class learning experiences and to provide for individual differences in reading abilities, interests, and experience backgrounds."
>
> p.97

Throughout this chapter in discussing paperback books, encyclopedias, newspapers and magazines, comics and microforms, they are seen against the background of the library even though it is not spelled out. The pictures illustrating their use are obviously taken in the library or media center. The point is made clear. Selection is not a matter of concern for the librarian alone.

> "If you teach in a school which maintains a professional library, check with the professional person in charge to determine which publications are available to suggest suitable supplementary books for your classes."
>
> p.99

The authors then cite a basic list of references to assist in selection of supplementary books.

Reference to the Library of Congress is made in two different places. Once it is cited as a place which affords important services in connection with recordings of many types. Its many services are enumerated again when discussing agencies of the federal government that offer inexpensive supplementary materials.

It is obvious that the authors of this text are aware of the purposes, functions and role of the school library. Their text reflects a respect and thorough understanding of the media center concept of the library, showing how its services reach into every aspect of the instructional program of the modern school.

Rating: Extensive coverage
Positive view
School offers unit in Instructional Materials course

Butler, J. Donald
Idealism in Education. New York, Harper & Row, 1966. 144p., $2.50
(Harper's series on teaching)

Eayles, Ernest E.
Pragmatism in Education. New York, Harper & Row, 1966. 146p., $2.50
(Harper's series on teaching)

Morris, Van Cleve
Existentialism in Education: What It Means. New York, Harper & Row, 1966. 163p., $2.50
(Harper's series on teaching)

Texts adopted by:

Centre College
Education 31, Introduction to Education

Description of texts:

These three books are designed as the first three volumes in a series presenting major contemporary philosophies as they relate to educational practice. Each of the three takes its given philosophy and demonstrates its impact on such practice. Each author is presumed to be sympathetic to the view he presents. The series is offered in paperback form for flexibility and economy in classroom use allowing teachers to select the specific views they want their students to study.

Library references:

There are no references to the library in the index or table of contents of any of these three books.

SUMMARY AND EVALUATION

There is no reference to the role of the library in any of these books and one would not expect that there should be. It is interesting to note, however, that Butler in the foreword to his book, Idealism in Education, likens the workings of the mind to the organization of a library.

> "The purpose, presumably, of stocking the mind is to secure retrieval of any one of the stored items when it is wanted. And, like a well-ordered library, retrieval is readily possible only when a well-ordered and easily understood filing system is in effect. Any worker who understands the system can then, at any time, go straight to a desired item, even though its location or even its existence was previously unknown to him. Logical deduction, not memory, serves as the locational principle."
>
> p.ix

The key word in this quotation, in my estimation, is the word "understand". Any worker who understands the system can go straight to a desired item.

Bayles in his book, Pragmatism in Education, defines the educational objectives of democratic education.

> "A close look at the statement of purpose will reveal that it is composed of three major aspects: (1) more adequate student outlooks on life, (2) more harmonious student outlooks, and (3) heightened capacity of students to reconstruct outlooks independently."
>
> p.101

About this third aspect of purpose, Bayles says,

> "Reflective study is often poorly served by a teacher's refusal to supply information which he alone can quickly and effectively give at the time it is needed. How to obtain dependable information needs, of course, to be learned, but it can be learned without the students themselves always actually doing the obtaining."
>
> p.105

I quote these references found in two of the treatises on educational philosophy for I think they might have some rather far-reaching implications for our libraries. Retrieval of information, Butler says, is possible only when you understand the system. Bayles says one of the objectives of a democratic education is to teach students to work out their own problems independently and to do this they must be taught how to obtain dependable information. Following these philosophical tenets we assume that students need to be taught how to get dependable information independently; and, to get at the information closed away in our libraries, they must understand the system our libraries employ.

Rating: Text not pertinent
School did not answer questionnaire I

Chamberlain, Leo Martin and Leslie W. Kindred
The Teacher and School Organization. With the assistance of John M. Mickelson. 4th ed. Englewood Cliffs, N.J., Prentice-Hall, 1966. 489p., $8.25. (Prentice-Hall education series)

Text adopted by:

Kentucky State College
Education 412, Administration of the Public Schools
Kentucky Wesleyan College
Education 311, The American School System

Description of text:

This text is designed to give the student an understanding of the scope of American education and its organizational and administrative pattern, by preparing him for a variety of instructional duties and responsibilities in addition to teaching itself. There are 19 chapters presented under 6 division, administrative in character but presented from the viewpoint of the classroom teacher. The 6 divisions are as follows: The Scope and Pattern of American Education, The Administration of American Education, Problems of the Teaching Profession, Programs and Problems in American Education, Responsibilities Beyond the Classroom, and Membership in the Teaching Profession. Each chapter is concluded with an annotated list of related readings. The appendix includes the Code of Ethics of the National Education Association of the United States; educational placement forms of the Placement Service, University of Kentucky; and an application form for a teaching position in the Cincinnati Public Schools, Cincinnati, Ohio.

Library references:

There is one reference to community libraries in the index. There are no references in the table of contents.

SUMMARY AND EVALUATION

When the authors speak of the growth of the American educational system they mention ways in which services to school children have gone beyond the previous limits of classroom instruction.

"They now include medical and dental inspection; counseling and guidance in educational, personal, and social affairs; psychiatric services; special classes for exceptional children; clinical studies and behavior problems; home visits by trained social workers; special materials and special instruction for slow and backward readers; and many other services and means for the better adaptation of the school to the needs of the individual."

p.14

Library services are not mentioned.

In a chapter on the federal government, library services are mentioned in two respects. In a discussion on the pros and cons of federal aid, the authors report the passage of the Elementary and Secondary Education Act of 1965 which appropriated funds to improve school libraries. In reference to the financial assistance programs of the U. S. Office of Education for the fiscal year 1963, library services are listed as receiving $7,500,000.

Library extension services are listed in a chart depicting the structure of a typical state department of education. Later in giving a breakdown of a school budget, the authors list libraries as among part of the instructional costs.

"Salaries of principals, supervisors, teachers, and secretarial staff, textbooks, libraries, audio-visual aids, supplies, travel, and miscellaneous."

p.93

These items are listed as consuming 56.1% of the total budget. It is worth noting that the library was listed as part of the instructional program, not an auxiliary service.

The index reference to community libraries leads to a chapter on community relations and a section on the school as a community center. There, in a discussion on the public use of the school-plant facilities, under the heading, "Reading and Research," is a two paragraph entry.

"Among other needs in any community are those related to reading and research. Individuals need a place where they can go to satisfy certain of their interests and find answers to many of their problems. This is what a community school library attempts to do. Organized to serve children, youth, and adults, the community school library generally represents a cooperative undertaking on the part of the school and other institutions and agencies concerned with human welfare. Its physical layout and reference materials are based on the recognized needs and interests of the community. Care is taken, especially in rural and semi-rural areas, to pool existing resources and to avoid the overlapping of services and unnecessary expenditures of funds for materials and supplies.

Where community-school libraries have been organized and placed in operation, they are used by individuals and groups for many different purposes. Parents turn to the library for help in working out problems of family life - child care, health, budgeting, interior decoration, recreation and nutrition. Young people come there to find material on education, sex relations, life-work opportunities, social customs, clothing style and design, marriage, and so forth. It is used frequently for information people need in their work. Different agencies and organized groups find invaluable assistance in securing information related to their programs or the activities in which they are engaged. Beyond those uses, the community-school library serves many general purposes by aiding individuals to broaden their sphere of interests and keep abreast of the times. When the library is located in community-centered school, there is little question about its being patronized by the community."

p.411-412

The reference is not to the traditional school library, whose function it is to supply materials for enrichment of the school curriculum, or meeting the needs of the students of a particular school,or acting as a materials center for the teachers. It is a community library, with the entire emphasis on public utilization of school-plant facilities.

This text, other than acknowledging the fact that the federal and state

government helps to underwrite school library services and that school libraries share in the school budget, ignores the library as playing any part in the educational program of the school. The library role depicted is that of affording the school an opportunity to offer community service.

Rating: Mere acknowledgment
Negative view
Schools using text do not offer library unit

Charles, Milton R.
A Preface to Education. New York, Macmillan, 1965. 337p., $5.95

Text adopted by:

Morehead State University
Educ. 100, Orientation in Education
(Used in conjunction with Cressman's Public Education in America)

Description of text:

The organization of the book centers around the idea that the materials which comprise the contents of education are derived from the social sciences. It is addressed to lower-division college students who are being introduced to the discipline of education for the first time and who have limited previous acquaintance with the social sciences. In the first chapter the author deals with the social science disciplines from which education developed, namely, anthropology, history, political science, economics, sociology, psychology and philosophy. Chapter two reveals why people need to be educated and how various societies educate. Chapter three interprets what has been happening in American education. Chapter four and five outline the governmental and financial issues that affect education. Chapter six relates education to the passing society of which it is a part. Chapter seven deals with the learner in the educational scene and chapter eight deals with some of the current issues in education such as aims and goals. The final chapter deals with teaching as a profession. Each chapter opens with a group of questions to spur discussion and closes with a summary and selected bibliography.

Library references:

No reference is made to the library, librarians or instructional materials' center in the table of contents or the index.

SUMMARY AND EVALUATION

Though this book was surveyed page by page for possible reference to the library, none was detected. The author came closest when, in describing the

changes in the education profession, he mentioned the increasing number of nonteaching specialists in the state departments of education and larger school divisions.

> "There has been a tendency toward the employment of an increasing proportion of nonteaching specialists in the educational field."
> p.160

To illustrate he mentions 30 specialists, among them an "educational-media specialist." He might have been referring to the librarian here but it is not clear.

It is worth noting that the services of a guidance counselor and a school lunch program were not overlooked.

Rating: No coverage
Negative view
Used in conjunction with another text
School does not offer unit on the library

Clark, Leonard H. and Irving S. Starr
Secondary School Teaching Methods. 2d ed. New York, Macmillan, 1967.
501p., $6.95

Text adopted by:

Murray State University
Education 311, Fundamentals of Secondary Education

Description of text:

This book is designed as a college textbook for a single semester course in general methods of teaching in the secondary school. Educational theory, the nature of learning, aims of education, and curriculum have been omitted as topics of concern in a general methods course. The book is divided into eight parts. The section on foundations of method includes chapters on what is teaching, knowing the pupil, motivation and discipline. The remaining parts cover planning for teaching, provisions for individual differences, teaching techniques, instructional materials, evaluation, non-instructional duties and the beginning teacher. The appendix includes a sample resource unit and a plan for a teaching unit. Each chapter ends with a summary and a bibliography.

Library references:

In the index there is a reference to the library and to classroom library, both directing attention to the same page. There is no reference in the table of contents.

SUMMARY AND EVALUATION

The author at many points in this text urges reading and use of instructional materials to assist the teacher in the performance of her job. The chapter dealing with individual differences of pupils, takes into account the value of individualized research and use of self-instructional devices. Later in discussing the teaching of special students, the importance of the choice of reading material for the poor learner as well as the gifted child is emphasized. In neither of these chapters, however, is reference made to the library as the source of these materials.

The chapter entitled "Reading" contains a three paragraph reference to using library materials. It is a rather discouraging section, the first part of which deals with the necessity for the classroom library.

> "In order to teach in the way we think one ought to teach, pupils must have plenty of material to read. To make this supply of reading material readily available, each classroom should be a library."
>
> p.276

He proceeds to explain that all sorts of reading matter should be readily accessible to the pupils, that they may be in charge of their own record keeping system and that one of them act as librarian. The second paragraph reads as follows:

> "In addition to the classroom library one should make good use of the town and school libraries. While it is true that in some communities these libraries are rather scantily supplied, the librarians are almost invariably eager to cooperate with teachers. Teachers should make the most of the opportunity."
>
> p.276

The author does not leave the impression that he expects much in the way of service from the library, referring as he does to many that are "scantily supplied" with librarians "almost invariably" eager to cooperate.

The final paragraph of the section deals with instruction in the use of the library.

> "Few boys and girls, or men and women for that matter, use libraries well. Although instruction in the use of the library may ordinarily be the English department's responsibility, the teacher whose pupils use the library is also responsible to see that they use the library facilities efficiently. Librarians usually welcome the opportunity to explain library techniques either in the classroom or in the library. A visit to the library early in the year might well increase the efficient use of its facilities by the pupils."
>
> p.276

Acknowledging that few adults know how to use the library well, the author nevertheless indicates that members of the English department or the regular classroom teacher, who may not use libraries well either, should assume responsibility for proper utilization of the facilities. He again inserts a qualifying phrase in regard to the assistance of the librarian as one who "usually" welcomes the opportunity to talk to students on library techniques.

Later in this same chapter, the author pays particular attention to the proper use of books and to the various parts of the book. An examination of the chapter on the use of audio-visual aids did not reveal any reference to the multi-media centers of the more progressive school systems. A picture, however, of students using the library is presented and the caption under it reads,

> "The library is the heart of the school and a major source of material for secondary-school classes. Every pupil should learn to use it effectively."
>
> p.333

One gets the distinct impression after reading the section on use of the library that this author has not been wholly satisfied with the school library despite the fact that he attests to the necessity of the availability of many kinds of materials and asserts that the library is "the heart of the school." The longest paragraph of this section deals with the necessity of the classroom library. With the majority of our secondary schools in America having centralized libraries, the insistence of individual classroom collections, at least ones assigned to the classroom on a permanent basis, seems rather unnecessary. However, the authors second apologetic paragraph for inadequate school and town libraries, would tend to make the necessity of the classroom collection more understandable.

I think this author comes close to divulging the reasons why so little reference to school libraries is found in these textbook examinations. One, school libraries are often "scantily supplied," two, the librarian does not always seem overly eager to assist or cooperate, and three, few know how to use the library well.

He has presented a dreary view of our school libraries.

Rating: Mere acknowledgment
Negative view
School does not offer library unit

Crossman, George R. and Harold M. Benda
Public Education in America; a foundations course. 3rd ed. New York, Appleton-Century-Crofts, 1966. 473p., $6.50

Text adopted by:

Morehead State University
Education 100, Orientation in Education
(Used in conjunction with Milton R. Charles' A Preface to Education)

Description of text:

This text presents a broad view of American public education. Part one, "The American School System," includes chapters on education in a changing world, the road we have traveled, the organization of public education, and providing for funds in education. Part two on education as a profession deals with the work and preparation of the teacher as well as special fields of service and professional opportunities. Part three, "The Educational Process and the Child," examines educational goals, the curriculum, cocurricular activities, child development and physical provisions for education. Part four, "Education and Society," covers non-school educational agencies in the community, education and international relations, and education in Canada and Mexico. Part five focuses attention on the promises of some of the newer innovations in education and the problems facing the schools. The appendix includes the Universal Declaration of Human Rights, The Bill of Rights of the United States of America, the Teachers' Bill of Rights and a list of periodicals of value to teachers and students of education. Each chapter opens with a preview and closes with a group of questions and projects, a list of audio-visual aids, and a bibliography for further reading.

Library references:

No reference is made to the library, librarians or instructional material center in the table of contents or the index. There is one reference to a curriculum materials center in the index.

SUMMARY AND EVALUATION

Some discussion of library services was anticipated when the authors turned their attention to the provision of funds for education. No mention was made of federal aid to school libraries by the provision of materials through the National Defense Education Act or the assistance offered libraries through the Elementary and Secondary Education Act. A list of programs supported by state funds did not include reference to libraries either.

In the chapter on fields of service and professional opportunities, the authors offer a section on subject matter specialists.

"Emphasis upon the development of elementary school libraries with the strong stimulus of the Federal government has indicated need for consul-

tents and specialists in this area."

p.172

This, unfortunately, is the only acknowledgment that any development in school libraries is taking place or that the federal government had any hand in it.

In the chapter on curriculum and curricular activities, a picture is inserted of the Learning Resources Center of the Miami-Dade Junior College. The caption reads,

> "This center provides the various curriculum materials to aid the teacher and student."

p.212

Later in this same chapter reference is made to the curriculum materials center.

> "There is a trend, especially in larger school systems and in many counties, toward establishing a 'curriculum materials center.' Such a center serves many purposes for teachers. First, it is a depository for display of new textbooks, teaching materials, and projects. This alone stimulates teachers to keep up to date in conducting learning experiences. Secondly, teachers are encouraged to contribute displays to the center. These may be projects or activity units which have proven successful in a particular unit of study. Also, teachers may borrow materials from the center at a time when they are most needed for a class. Further, teachers are permitted to work in the center to prepare materials peculiar to their instructional needs. The center is usually staffed and equipped to offer assistance to all personnel."

p.238-239

It would appear that this reference is to a center outside the school library realm and its attendant librarian. Acting as a materials center for the teacher is one of the functions of the library and finding these centers apart from the library is disturbing. Until recently this function of the school library was one that was generally ignored so perhaps a unit outside an individual school, one serving an entire system, had some justification; but, one would hope this would no longer hold true.

A chapter on cocurricular activities discusses the student council, and among the services that members can perform, is that of acting as library aide. Since the library was ignored as a curricular activity and fit the definition of a cocurricular activity, a discussion of the library in this chapter was expected. There was none.

Finally, in the chapter on the physical plant the authors turn their attention to the library. In offering some guiding principles for planning school buildings, they define two kinds of rooms: the instructional rooms in which

regularly scheduled classes are held and auxiliary rooms.

> "The auxiliary rooms include the more general purpose rooms such as libraries auditoriums, lunch rooms, faculty rooms, toilet rooms, and offices."
>
> p.303-304

The basic architectural requirements are given for the library.

> "The library within a school should serve as a center for educational materials. The changing concept of the school library is away from the thought that it is merely a storage place for books and a reading room. The modern library should function as a workshop."
>
> p.314-315

Then the suggestions offered in a bulletin of the New Jersey Department of Education is cited.

> "Since there must be interplay of stimulation between the classroom and the library, the library should be functional. Adequate space, books and equipment should be provided in an attractive environment for:
>
> 1. The selection and preparation of materials by the librarian
> 2. Instruction in the use of these materials
> 3. The use of these materials by pupils and teachers."
>
> p.315

The authors assert that if a library is to serve its real purpose in the educational program it should be centrally located and accessible to the school. They cite a quotation from a book entitled Planning Elementary School Buildings.

> "An outstanding objective in American education should be the placement of a well-planned library in every public school of two hundred pupil enrollment and above."
>
> p.316

Then an apology is made for the existing libraries.

> "Many school libraries are poorly located and inadequate for their function. Because no provision was made for libraries at the time some buildings were built, regular classroom space was converted to library areas. This, at best, can serve a school only temporarily. The library should be one of the larger room areas in a school building.
>
> p.317

This chapter includes two photographs of library interiors and one of a library building at a university. Two physical plant layouts show the library as one of the complex of buildings in a school-within-a-school concept of building architecture.

Further elaboration on the contributions that a library can make in the school programs of the future was not given. In speaking of enrichment programs there was every opportunity to point out how the library could play an increas-

BEST COPY AVAILABLE

ingly important role, but the authors failed to do so.

> "Enrichment is often said to be a condition whereby we expose the learner to a large number of reference materials and permit him to explore these materials to gain greater depth and breadth of knowledge on a given subject. This is the enrichment program in many schools, but it should be a kind of thing that teachers attempt in all learning situations."
>
> p.427

To find the library the focus of attention only in the chapter on physical plant facilities was disturbing. Have libraries received recognition only because they are a part of the new look in school architecture? Perhaps the authors of this text have given another clue for the library's inconsequential role in the past. With our non-functional working quarters, we have been so hampered that our services have suffered, our image been drab, and our neglect more understandable.

Rating: Mere acknowledgment
Negative view
School does not offer unit on the library

Crow, Lester D. and Alice Crow
Introduction to Education; Fundamental Principles and Modern Practices. 2d ed. New York, American Book Company, 1966. 566p., $6.75

Text adopted by:

Union College
Education 241, Introduction to Education

Description of text:

> The purpose of the text is to give an over-all view of education - its philosophy, aims, organization, personnel, procedures and techniques. The book is divided into six parts. Part one covers the fundamental concepts of education which include its historical development, aims, organization, control and financial structure. Part two deals with educational personnel and professional relations by looking at the learner, school administrator, teacher preparation, placement and professional activities. Part three covers basic educational principles and practices, including curriculum, self-discipline, guidance, measurement and education for physical and mental health. Part four focuses attention on special aids in education, namely, textbooks, libraries, and audiovisual aids. Part five treats nonformal educational agencies such as the home, organized religion and the community. Part six offers a scientific approach

to education in a look at the functions of educational research, studies, surveys, and experimentation.

Library references:

There are three references to librarians and six references to libraries and bookmobiles in the index. The table of contents lists "Textbooks and Libraries in Education" as chapter 17 and cites as a subdivision under that, "The Library in Education."

SUMMARY AND EVALUATION

The chapter, "Textbooks and Libraries in Education," is 19 pages long and 10 1/3 pages deal with the library in education. The chapter includes a page of questions and topics for discussion as well as a half page of selected references.

Of the sixteen questions and topics for discussion at the end of the chapter, nine deal with the library. Of the three special projects listed, one is devoted to the use of the library.

The selected references include ten citations to books. The latest copyright date of any of the books is one published in 1961 with the remainder published from 1954 to 1959. The latest citation was five years old at the time of the new copyright date.

The authors start off immediately by stating that well-stocked libraries are necessary to supplement textbooks, and that the library is assuming an increasing responsibility for the education of youth. The growth of libraries is recognized with special attention focused on the establishment of state library services. A chart is included giving the dates when state library services were established by law. The nine functions of the school library as established by the American Library Association are given. The authors call for greater use of the library, much as the scientist calls upon the laboratory assistant to set up the performance of an experiment.

> "The library and library facilities should be extended in order to make functional in the educational process. Moreover, teachers as well as pupils need to develop skill in the effective use of an adequate library service."
>
> p.416

Up to this point in the text the information given is very accurate and quite appropriate but then the authors state,

> "In order to provide adequate library facilities for all children, a minimum of one dollar per pupil should be spent annually. If better

service is desired, the amount per pupil should be raised to at least two dollars."

p.416

In recalling that this is a 1966 copyrighted text, these figures are very outdated. The standards for school library programs established by the ALA in 1960 set the minimum per capita expenditure in schools having 250 or more students at a minimum of $4 to $6 per student. The Kentucky standards, considerably lower than recommended expenditures, at this time were $1.50 per student at the elementary level and $2 to $4 at the secondary level. The new 1969 Standards for School Media Programs, of course, are no longer based on a per capita expenditure but rather a percentage of the over-all educational budget.

The seven objectives of the school library as recommended by the American Library Association are presented and the general impression is that they have been whole-heartedly accepted by educators.

"More and more school people are co-operating with the American Library Association in an attempted realization of these objectives of the school library."

p.416

The fact that some of these objectives are far from realization is not mentioned. Take objectives 4 and 7 as an example.

"4. Every school that provides training for teachers should require a course in the use of books and libraries and a course on best literature for children.

7. The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education."

p.417

To see these objectives in the book are gratifying to librarians but without reference to the degree with which they have been realized to date, they tend to be misleading. In the state of Kentucky for example, only the elementary teachers have a course in children's literature but neither elementary nor secondary teachers are required to take a course in use of books and libraries. As a matter of fact, it is doubtful if any state requires this for teacher certification. As for objective number 7, the library unit in Kentucky schools is offered at the 7th grade level and this oftentime is dispensed with when no elementary library is available. Whatever other training there is on use of the library is on a "catch as catch can basis." The objectives as stated are,

of course, objectives one would like to see accomplished but they are a long way off at this writing.

In the section of the chapter devoted to the library in the elementary school, the following statement is made:

> "The books for young readers should be carefully selected to meet the reading level of the learner, and they should be made available to him either in his classroom or in the library. In order to reach a greater number of pupils, it is desirable to rotate library books among the various classrooms so that they can be used for supplementary reading or research in connection with specific study projects."
>
> p.417

The authors further state that with classroom collections at a child's disposal, he learns to refer to books as constant sources of information and the use of library facilities thus becomes habitual and good training for later study needs. Here the authors leave one with the distinct impression that perhaps the classroom collection is a substitute for a central library. Their conclusions on the values of classroom collections are valid but students reading this text should not be left with the idea that classroom collections alone are acceptable in the elementary school. Classroom collections are an excellent supplement to the centralized library, but not a substitute for it.

In the section on the library in the secondary school the authors leave no doubt in the minds of the reader.

> "Every high school should be equipped with an attractive, well-stacked library under the direction of a trained librarian. More than that, further library facilities should be available in the classrooms, and teachers should be encouraged not only to send their pupils to the school library for reference material but to include the use of the classroom library as an integral part of their daily teaching procedures."
>
> p.410

The authors also agree that the high school librarian is the one who should acquaint young people with the techniques of library use, with the classroom teacher sharing in the responsibility.

The appearance and use of the library at the various educational levels is presented with the emphasis on the primary function of the library as a place to provide an opportunity for individual reading or study. The training students receive while in school, say the authors, will guide their use of libraries when they complete their formal education.

"To the extent that they (students) were trained during their school year

BEST COPY AVAILABLE

> in the use of the school library, they will be stimulated to continue their education on the adult level through the utilization of public libraries."
>
> p.419

The personal qualities it takes to become a librarian are given. The educational requirements for those interested in the field are also given.

> "If they are especially interested in becoming school librarians, their education should include the completion of a college curriculum in which special emphasis is given to English with some training in library work. In addition, at least one course beyond college graduation should be devoted to the professional curriculum for school librarians. The complete training should include a minimum of fifteen semester hours in education, some study of psychology, and practical experience in actual library work."
>
> p.419-420

Here again, the authors are out-of-date. To suggest that in order to be a school librarian, one needs only one course in library work is outrageous. It is true that there aren't too many colleges that offer the necessary undergraduate courses to certify students as school librarians when they graduate, but this is not to suggest that there aren't prescribed courses required for the certification of librarians. Though all states do not have the same library certification requirements, most states do have minimum requirements for certification. All states require that the librarian be a full-fledged teacher first, and over and above that, most insist on additional library courses. The 18 hours required by the state of Kentucky is typical. Furthermore, there is no requirement that says a prospective school librarian's undergraduate emphasis must be in English.

As for the prospective future in becoming a librarian, the authors quite correctly state that the librarian is frequently called upon to perform duties other than those for which she has been trained and that she is often misused and misjudged. The duties of the librarian and library assistance are many and varied and a chart of their work is presented. The authors pay special attention to the special services of the school librarian, particularly that of instruction.

> "One of the most important duties of school librarians is instructing learners how to use the library. Pupils sometimes believe that this is a waste of time, but there are many things that they need to learn so that they can make efficient use of a library and its services. Time given to instruction in the use of a library is well spent, provided it

is not too formal or too detailed."

p.420

Any librarian would concur with the authors insofar as they say that instruction is an important part of the library's function. One can agree also that many think of it as a waste of time. Not all would agree, however, that it should not be too formal or too detailed. Informal study of library facilities leads to casual use. There are those among us who feel that librarians too long have been afraid to infringe upon the teacher's time for a lengthy discussion of library usage. Often instruction has been watered down for fear that it will become too lengthy and hence alienate the teachers from allowing time for it. On the other hand since it is the only time an opportunity is afforded to talk to students, some librarians tend to try and pack too much into it and end up by confusing the students. With our present information explosion, it would seem that it is time instruction in information gathering techniques had better start being formal and detailed, and a regularly scheduled time be allotted to it.

The authors encourage the participation of the teacher and the students in the successful library program, and ways in which students can be encouraged to use the library are given.

When it comes to citing the opportunities for placement in school library service, the authors state that the outlook is good and the situation is likely to continue. They downgrade the opportunities, however, when they state:

> "Unfortunately, the extended training required to become a librarian, combined with the relatively low salary schedules, causes many persons whose fundamental interest lies in this work to turn to teaching instead. There are many small schools that need the services of a teacher who can serve as a part-time librarian. The young woman who, as she prepares to enter the teaching field, includes some library training in her college program usually is able to find a position when she finishes her training, and she is likely to receive a salary that is slightly higher than that of a full-time librarian."

p.422

A more irresponsible statement would be hard to conceive. In the first place, though library salaries are not high, the qualified librarian receives a slightly higher salary than does the classroom teacher. And to suggest that the classroom teacher with one course in library work would get more than a full-fledged librarian makes one wonder whether the authors were aware that the librarian

first had to qualify herself as a teacher!

This is the text that prompted this entire examination of education textbooks. After reading this chapter on the role of the library in education for the first time, its misinformation stunned me. The fact that a 1966 copyrighted book would be so outdated was an eye-opener. I wondered if this book stood alone in its field or if there were others that were just as inaccurate.

A re-examination of this textbook was saved until after others adopted throughout the state were examined and I found my attitude to it somewhat more tempered. And the reason is quite plain. These authors were, at least, aware of the importance of the library in the educational scene and pressed their point. More library coverage was given in this text than in any other one examined. Their information in many instances was grossly inaccurate and painted a very dismal picture of the opportunities in the field, but they felt the library important enough to devote a section of their text to it.

The biggest problem with this unit, it would appear, is that it has not been properly updated. Certain portions of this text were copyrighted as early as 1947 and one wonders how thoroughly subsequent editions were revised bringing information up-to-date. Were the specific instances mentioned corrected, and if the new concepts of the library as a media center inserted, these authors tended to display more understanding of the role of the library than most of the others. However, the authors did not choose to bring their material up-to-date and as it stands now, they imparted a distorted view of the library and the library profession; and, this chapter, taught by a teacher who did not know what corrections to make, would be very damaging, especially in producing an image that would tend to drive individuals from the profession.

Rating: Extensive coverage
Erroneous statements
Distorted view
School offers library unit

DeYoung, Chris Anthony and Richard Wynn
American Education. 6th ed. New York, McGraw-Hill, 1968. 550p., $8.50
(McGraw-Hill series in education)

Text adopted by:

Georgetown College
Education 110, Survey of Education

Description of text:

The text presents a broad view of the national system of education and is designed as a basic text in courses in education. The book is organized on the basis of six major aspects of American education: orientation; organization and administration of education, including local, county, state and national programs; areas of education, pre-elementary through adult and continuing education; personnel in education with chapters on students, teachers, and other personnel; provisions for education materials and environment, including curriculum, educational material and technology, and education finances; and interpretation of educational issues. Each chapter closes with a summary, group of suggested activities and an annotated bibliography. The appendix includes a code of ethics for the education profession and a glossary.

Library references:

In the index there are three references to librarians, two to libraries, three to the Library of Congress, one to the Library Services and Construction Act, and one to the instructional materials center. There is no reference to the library in the table of contents.

SUMMARY AND EVALUATION

References to the library are scattered throughout the text. Following through the references to the Library of Congress first, we discover its contributions to all phases of education. Its impact on international education is felt through its exchange of materials with other countries. The services it offers education on the national scene is referred to, as is the importance of it as an outstanding example of the library movement for continuing education.

"The public library movement finds its highest fulfillment in the Library of Congress in Washington, described by James Truslow Adams as 'the one which best exemplifies the dream of the greatest library in this land of libraries.'"

p.244

In chapter 10, when the authors turn their attention to adult and continuing education, there is a column devoted to libraries, museums, and other cultural centers.

"The free public library movement, stimulated by the generous gifts of

Andrew Carnegie, has made the community library almost as common as the public school in cities and villages of all sizes. Bookmobiles have brought libraries on wheels to villages and rural areas all over the land...Once regarded simply as a respository for books, the modern community library has also become an information center replete with phonograph records, tape recordings, films, and other multisensory aids and equipped with reference, committee, lecture, radio, television, and periodical rooms. Many libraries conduct organized reading clubs, book review circles and discussion groups. The American Library Association, particularly through its Commission on Library and Adult Education, has greatly influenced the library to become an educational resource for learners of all ages."

Ibid.

The public library is firmly established as the learning center for adult and continuing education.

The chapter, "Other Personnel" is introduced by a large half page picture of an elementary school library. The caption reads,

"As a member of the school's professional team, the librarian helps pupils learn."

p.334

On the following page is a chart depicting the many educational specialists and paraprofessionals that serve the needs of the students, and the librarian is listed among them. A section in this chapter directs attention to the librarian' role in the school, the college, the public library, and other agencies.

"A broad cultural background, enthusiasm, approachability, tact, poise, and understanding are indispensable traits for school librarians, who are being recognized as important members of the faculty."

p.335

The educational requirements for the profession are given in a very general way.

"Many institutions in the United States now provide thorough library education. Today a school librarian should have a college education and at least one year of library school training. In several states she must also possess a teacher's certificate or special state certificate."

Ibid.

The authors then proceed to report the neglect of some school libraries.

"Unfortunately, elementary school libraries are the last to be recognized for their importance in lifelong learning. Most elementary schools today are sorely in need of libraries and librarians. Many junior high school and high school libraries are unorganized and inadequately staffed. The Elementary and Secondary Education Act provides federal funds for school library resources, textbooks, and other instructional materials."

Ibid.

The opportunities for librarians to serve at the college and university level

is mentioned along with the assistance that is provided for the training of librarians.

> "Federal loans, grants, fellowships, and traineeships are available for educating librarians at all academic levels through the Higher Education Act, which also provides funds for library research and demonstration."
>
> Ibid.

A paragraph is likewise devoted to public librarians. Reference is made to the assistance offered by the federal government through the Library Services Act, resulting in the establishing of libraries in rural territory, and expansion of services in others. The needs in the public library field are noted.

> "Additional library personnel and equipment, especially for bookmobile services for rural areas, are urgently needed... The greatest need is for librarians."
>
> Ibid.

The authors discuss the combination of school and public librarians.

> "Some persons work in public libraries controlled by boards of education. The Educational Policies Commission envisioned the ultimate unification of all public educational activities, in communities or areas of appropriate size, under the leadership of a public education authority."
>
> Ibid.

The librarian hired by other agencies is also mentioned.

> "Among these are foundations, research associations, private firms, educational associations, settlement houses, hotels, hospitals, and other agencies that promote reading and research."
>
> Ibid.

"Educational Libraries and Learning Centers" is the heading of a section in the chapter entitled, "Educational Material and Technology." The following role of the library in education is given.

> "The modern educational library in school and college is a learning and materials center. The library ought to be the heart of the school or college, with arteries running into each room, and capillaries to each pupil. The plan of extensive reading requires much supplementary material. Therefore, administrators and teachers should be familiar with the library and competent to guide pupils in its use.
>
> p.395

The authors go on to mention the cooperative relationships that should exist between libraries and explain that in some small districts the school library is operated as a branch of the city or county systems. Bookmobiles which are increasing in number, extend services to rural areas. Tennessee is pointed out as an example of a cooperative system.

"Tennessee is one of several states where the county circulating library system has proved very successful. Several school districts cooperate in the establishment of a central library system whereby books obtained are made available by a well-planned system of circulation."

Ibid.

Recent legislation pertinent to library services is mentioned, namely, the Higher Education Facilities Act, the Library Services and Construction Act, the Higher Education Act, and the Elementary and Secondary Education Act along with some of the various amendments to these acts.

The new technology, say the authors, has brought about a significant change to some libraries.

"In addition to their role as depositories of books for students, they may also include teaching machines, programmed materials, collections of professional books and magazines for teachers... Some schools have combined their audio-visual centers with their libraries. Thus films, slides, pictures, mock-ups, models, and exhibits join books, newspapers, and periodicals in what is often referred to as an instructional materials center."

Ibid.

The following evaluation of the school library is given.

"A satisfactory book collection for a library should rate fairly high on the following points: number of titles, balance of distribution, appropriateness for school purposes, and recency of publication. Modern education requires a well-balanced library in every building as a central opportunity for extended reading experience. Furthermore, in a pupil-centered library the emphasis is on the reader rather than the book."

Ibid.

This text presents an honest appreciation of the role that the library performs, or can perform, in education. The part the public library plays in continuing education, no longer just a "repository for books" but an "information center" is clarified.

The library's role in schools and colleges is stressed as a "learning and materials center." The authors are candid in their review of the state of some of the libraries in our public schools, the elementary schools where they "are the last to be recognized for their importance in lifelong learning" and in the junior and senior high school libraries where many are "unorganized and inadequately staffed."

The opportunities for librarians at all levels of service; public, school, higher education and special, are adequately treated. The shortage of

librarians is particularly noted. The educational requirements for librarianship, though covered in the most general of terms, attests to the scholarship of the profession.

The financial assistance given to libraries through federal legislation and the kind of aid available for the training of librarians is reported.

While the authors make no reference to instruction in the use of the library they do establish that "administrators and teachers should be familiar with the library and competent to guide pupils in its use." How the administrators and teachers gain this competence, however, is not mentioned.

Finally, the Library of Congress is pointed out as the finest example of "the greatest library in the land of libraries."

Rating: Adequate coverage
Positive view
School does not offer unit

Frasier, James E.
An Introduction to the Study of Education. 3rd ed. New York, Harper & Row, 1965. 303p., $7.95
(Exploration series in education)

Text adopted by:

University of Louisville
Education 201, Introduction to Studies in Education

Description of text:

The book is primarily directed to undergraduate classes in professional education. The author examines some underlying ideas and reviews the backgrounds of the important people and incidents contributing to our emerging modern school system. Part one of the text covers the foundations of American education and deals with education's role in society, particularly the historical, philosophical, psychological, legal and financial foundations of American education. Part two, the organization of American education, focuses attention on the nursery school and kindergarten, elementary school, secondary school, higher and adult education. The third and final part of the text examines the role of the teacher in American education.

Library references:

No reference is made to the library, librarians or instructional materials' center in the table of contents or the index.

SUMMARY AND EVALUATION

Only one reference to the library was found in the text of this book and that was found in a discussion of the modern elementary school.

> "The modern elementary school not only teaches reading, writing, and arithmetic as well as other subjects but also provides health services, hot-lunch programs, guidance clinics, library facilities, and recreational program and serves as a community activities center. The American public has demanded the continuance of many programs which were started on a trial basis. The kindergarten, the hot-lunch program, the guidance services are impressive evidence of this fact. The American public wants the best for its children."
>
> p.181

The library's presence as a service is thus acknowledged, the inference is made that the American public demanded it, and then the subject is dismissed.

Ironically there are two pictures of children enjoying the facilities of their school library used as illustrations in the book. The caption under one of the pictures introducing chapter 1, "What We Expect From Our Schools" reads as follows:

> "The PTA involves itself in many school activities. The furnishings in this school library were donated by the PTA."
>
> p.7

Obviously the focus was not so much the library, but the activities of the PTA.

Among the pictures introducing chapter 5, "The Elementary School" there is another picture of children reading books in the school library. The caption under it reads:

> "The library is the heart of the instructional program of the school, and "Johnny" not only can read but does, read and read and read."
>
> p.165

If the author really thinks that the library is the heart of the instructional program some attention would be paid to it somewhere in the text. This book seems to typify the kind of "lip service" to which our libraries have become accustomed.

Notes: More acknowledgment
lip service
School did not answer Questionnaire I

Frost, S. E., Jr.
Introduction to American Education, a College Course Guide. Garden City, New York, Doubleday, 1962. 333p., $1.75
(Doubleday college course guides, U2)

Text adopted by:

Campbellsville College
Education 210, Introduction to Education
(Used in conjunction with Drewry Neece's Interdisciplinary Readings for Beginning Students in Education)

Description of text:

A comprehensive study of all levels of American education, public and private, designed to inform the student interested in the teaching profession on its background, its methodological aspects, structure of the educational system and the many problems and techniques which one must study in becoming a teacher. After an analysis of the character of American education, part one is an overview of the American educational ladders from pre-primary education through adult education. Part two deals with educating the child and covers their needs, curriculum and psychology of learning. Part three is on the teaching profession and includes the welfare and standards for teachers. Part four covers educational control and finance at the local, state and federal level. Part five, on the problems of modern American education, deals with some of the criticism and current issues facing the schools. The concluding chapter summarizes the goals of American education.

Library references:

There is one reference to the use of the library in education listed in the index. In the table of contents in chapter 6, "Adult Education," the library is listed as a subheading under types of adult education.

SUMMARY AND EVALUATION

In the first chapter on the character of American education, the author describes the modern classroom.

> "Books are everywhere and seem to have superseded the teacher as the source of authority. Students do not hesitate to challenge the teacher and accuse him of error when his statements do not agree with their [illegible] books."
>
> p.24

It looked like the author was preparing the scene for an educational system emphasizing the role of a well-endowed library. Later the author refers to the elementary school in transition and in discussing the changes seen in the elementary school facilities, he points out that the old multi-storied boxlike structures are giving way to sprawling one-story buildings.

BEST COPY AVAILABLE

> "Workrooms, libraries, laboratory areas, closet and storage space, running water and sink facilities, and a host of other facilities are available, making possible a range and flexibility of activities hardly dreamed of by the teacher of a few generations ago."
>
> p.60

This unfortunately ends any further reference to the role of the library in the public school.

The section on the library which is referred to in the index and the table of contents is in reference to the public library. It is 13 lines long and appears in the chapter on adult education as one of several types of adult education, namely, the public school, the club, the library and education by mail.

> "Everywhere one finds libraries equipped to offer the adult population learning opportunities as varied as its interest and needs. Today there are few communities of any size in the nation without a public library. Here men and women of all ages come to read, study, take books home, or to avail themselves of the many other advantages offered. Success is measured not by the number of books on the shelves but by the quantity taken out or used. Books are supplemented by documents, magazines, clipping files, microfilm materials, photographs, films, recordings, and numerous other materials. In the larger cities are specialized sections of libraries staffed by experts in the fields of specialization to help readers and students. The modern library is, among other things, a vast agency of adult education, helping the population, at every age, to continue its learning."
>
> p.107-108

The emphasis is entirely upon the public library's role in the continuing education of an individual.

In the last chapter of the book on some of the current issues in education, the author speaks of censorship.

> "Very few would argue that there should be no censorship of books, magazines, television, radio, library, and the companions with which one associates. The controversy arises when we come up against the conflicts between censorship and freedom.
>
> There are those who would examine all books used in the schools to cast out every statement, idea, or reference that challenges the status quo. Others would not go so far, but would keep all textbooks and other reading matter free of material that might bring into question their convictions and most cherished beliefs. Still others would remove from the schools anything that might be offensive to a minority group in the community."
>
> p.315

The author dwells on the subject for approximately two pages and raises some of

BEST COPY AVAILABLE

the criticisms directed towards certain books, texts and other materials in the school. He mentions that Mark Twain's Huckleberry Finn was removed from the school libraries of New York City at one time because of the Negro character, Jim, that appeared in the book. He sums up the controversy by suggesting four ways in which to handle the problem. His second proposal recommends that teachers and parents place before the child only that material with which the child can deal safely in terms of his maturity of judgment. The author's third proposal is this,

> "Textbooks and other educational materials must be selected as tools for learning, not as statements of local orthodoxy or conforming to the community mores. When they are so selected, they will of a necessity be adjusted to the needs of the pupil as a developing citizen in a democracy."
>
> p.316

He does not state who is responsible for selecting these "other educational materials" he refers to. Since his other references are directed towards the teacher, one assumes that this too is directed towards the teacher since no reference to the librarian in the public school can be found anywhere. There is no reference to the very pertinent School Library Bill of Rights which so wisely sets down guiding principles for selection of materials.

All in all, though the author did recognize the role of the library in adult education, he found no occasion to recognize its role in public school education. He acknowledged that books play a part in education and the adult who is out of school, in order to get books and other educational materials, may utilize the public library. As for any positive function that a library might have in the public school, this author found none worth mentioning.

Rating: Mere acknowledgment
Lip service
School offers library unit

Lee, Johnathan Murray
Elementary Education Today and Tomorrow. Boston, Allyn and Bacon, 1957.
308p., $6.95

Text adopted by:

Western Kentucky University
Education 100, Introduction to Elementary Education

Description of text:

This text describes the newer developments in elementary education for prospective teachers. Chapter 1 deals with the techniques of improving learning. Chapter 2 discusses the goals and purposes of education. Chapters 3 and 4 deal with the child. Chapter 5 looks at the child in the role of learner and chapter 6 looks at what the teacher does to facilitate learning. Chapter 7 describes some of the technological changes in education. Chapter 8 focuses attention on curriculum developments. Chapters 9 and 10 present certain aspects of the problems of dealing with handicapped and talented children. Chapter 11 examines evaluation of child progress. Chapter 12 presents the changing organization of the elementary school. Chapter 13 probes controversy in the schools and chapter 14 deals with teaching as a profession. Each chapter is concluded with a summary and an annotated list of suggested readings. The appendix includes a code of ethics of the education profession and an explanation of statistical terms used in understanding research reports.

Library references:

No reference is made to the library, librarians or instructional materials center in the table of contents or the index.

SUMMARY AND EVALUATION

In the first chapter on improving your own learning, the author contends that,

"Observation of boys and girls of all ages is necessary if the concepts you acquire in child development courses are to have meaning."
p.3

He suggests that a "September Experience" can be helpful and defines the term.

"Some institutions also help you arrange a September Experience, which enables you to serve as a teacher aid in the nearest elementary school for a week or two at the opening of public schools, which usually begin prior to the college fall term."
p.4

One such experience that he recommends is that of providing clerical assistance in the library. Of these September Experiences the author says,

"Students who have had such experiences find them extremely valuable in terms of a better understanding of children, of elementary education, and of what they have yet to learn to be an effective teacher."
p.5

In this same chapter students are urged to read widely, and the author

explains some of the tools of research. He suggests that they know and use the Education Index which he explains to them. In addition he recommends the Children's Catalog to them so as to acquaint them with children's books. He also presents a list of professional periodicals with which they should become familiar.

> "Be sure to at least examine the materials in order to have a good idea of where to look for what you need. A good orientation now will save hours and hours of lost motion later in your college career."
>
> p.6-7

The author then offers the following suggestion.

> "Most institutions training elementary teachers have an instructional materials center where textbooks, children's books, programmed materials, recordings, and film strips are available. While descriptions in catalogues present some idea of content, there is no substitute for actually reading, listening to, or previewing these materials. This process should continue during your entire teacher education program. The more familiar you are with materials and their use, the more effective a teacher you will become."
>
> p.9

Though the author urged all students who wanted to become effective teachers to utilize the facilities of the Instructional Materials Center during their teacher training program, he never again suggests that the library in the school might be utilized to assist the teacher in job performance. Even when the author is discussing how technology has improved learning, and mentions use of television, projected materials, audio possibilities, programmed learning, and other resources for learning, he does not mention the library in connection with the provision of these materials. It isn't until the final chapter that the author offers any concrete evidence that libraries exist in the elementary school. He is depicting some of the career opportunities for the teacher and he mentions areas in which one may specialize.

> "The elementary school librarian is a position which is definitely on the increase. Such an individual should have broad training as an elementary teacher plus specialized library and audio-visual training."
>
> p.277-278

In the first chapter of the text the author offers the suggestion, among many suggestions, that providing clerical assistance in the library would be helpful to orient the student to the ways of children and a deeper understanding of elementary education and teaching. In the final chapter, he explains that positions as elementary school librarians are "definitely on the

increase." But where was the library in between? Its role as a multi-media center was not mentioned - though the multi media were. The assistance a library can offer in the way of materials for the handicapped was not mentioned though teaching the handicapped was. The library as an independent study center was not mentioned though the problem of educating the gifted was. The clue might be in the term "definitely on the increase." Perhaps there aren't enough libraries in the elementary school yet to have made much of an impact.

Rating: Mere acknowledgment
Negative view
School does not offer library unit

Lueck, William R. and others
Effective Secondary Education. Minneapolis, Burgess Publishing Company, 1966. 445p., $7.50
(Burgess education series)

Text adopted by:

Spalding College
Education 439, Fundamentals of Secondary Education

Description of text:

This book is designed primarily for prospective secondary school teachers with emphasis being placed on the skills required in teaching. Five other authors assisted Mr. Lueck in the publication of this book: Charles W. Edwards, Elwood G. Campbell, Clayton F. Thomas, Leo E. Eastman, William D. Zeller. There are chapters on the aims of the high school; the teacher and curriculum improvement; motivation and interest; planning courses, units and daily lessons; improving classroom procedures; instructional materials and equipment; using the community in teaching; teaching small groups; teaching slow and fast learners; improving school discipline; guiding extraclass experiences; and the evaluation of learning. Each chapter concludes with a list of projects and activities, suggested readings, and a list of references.

Library references:

No reference is made to the library, librarian or instructional materials center in the table of contents or the index.

SUMMARY AND EVALUATION

In the chapter on the teacher and curriculum improvement, when the authors refer to those individuals that participate in curriculum planning, it

seemed that a reference to the librarian might be made.

> "At various times, state officials, boards of education, superintendent of schools, curriculum experts, teachers, students, and laymen enter the task of planning the curriculum."
>
> p.26

The librarian is not mentioned nor is she later mentioned when the makeup of the curriculum committee is suggested.

> "The board of education, administrative staff, teachers, students, and community may all be represented on this committee."
>
> p.27

The library's primary function is to supplement and enrich the curriculum and when a new curriculum is planned, books on the subject under consideration should be available in the library well in advance of the actual offering. Librarians, to keep their collections up-to-date and effective, should be aware of any prospective curriculum changes and should be a part of any curriculum committee. This textbook does not recognize that the librarian might be able to make a positive contribution to such a committee or, as a result of her awareness of contemplated curriculum changes, to provide improved facilities.

In speaking of the core curriculum, the first reference to the library is made.

> "The instruction in a core class begins with a problem to be solved. In solving the problem, the students gather the necessary data wherever they can; subject lines disappear, and the teacher must be prepared to direct students to information in many fields and locations. The library, the community, and points even more distant provide sources of information."
>
> p.45

The reference is not necessarily directed towards the library in the school. It could be referring to any library.

In one of the chapters on improving classroom procedures, attention is focused on study habits. An illustration is given on how students can be taught proper study habits.

> "'Let's find out from the librarian what books we have on studying.'
> Each suggestion given was used to the fullest extent. The teacher and the librarian found all the available books and articles on how to study. Additional books were obtained from the nearby state library."
>
> p.201

The study suggestions from these books were compiled, giving the students some

idea for improvement of their own habits. The practical use of the facilities of the library in an isolated incidence is thus given; but, the focus is study habits, not the library.

In the chapter on instructional materials and equipment, the library is mentioned in several instances as the place where one can locate the various types of materials.

> "Pictures may be obtained from many sources, such as magazines, newspapers, advertising circulars, old books, travel bureaus, and public and school libraries."
>
> p.211

> "Models may be stored for further use, or sometimes the library will have areas in which models can be stored or displayed when not in use by the classroom teacher."
>
> p.215

> "If a few overhead projectors are available in a school, some means of sign-out will be necessary to maintain adequate use of the machines. This procedure can be most easily handled by the school office, audio-visual center, or the library."
>
> p.217

> "Your library is the first place to go to locate films. The librarian will have catalogues that describe many films and will be ready to suggest other sources. City and county school systems have their own audio-visual library."
>
> p.222

Again, the attention is not directed towards the library, but the media.

In discussing the teaching of slow learners, the authors give a list of activities that can be developed to help educate slow learners to the peak of their abilities. One of these activities for the teacher is selecting better reading materials for them. The part that a library can play in this is mentioned.

> "Slow learners will need guidance and encouragement in using the library resources of the community. Skill in using reference works should be specifically developed through direct instruction and simple research activities."
>
> p.285

The reference is to the library resources of the community. One wonders why the school library resources were ignored. Unfortunately, the part a library can play in educating the rapid learners did not even merit this kind of reference.

In a chapter dealing with extraclass experiences, the various types of

non-class activities are cited such as the student council, class organizations, school assembly, commencement exercises, school clubs, school sports, the homeroom, social activities, publications, musical activities, speech and dramatics. The only reference to be found regarding the library is in the section dealing with club activities.

> "Obviously, every club will have a variety of programs in line with its purposes as stated in the constitution. A library club will have activities concerned with books and literature."
>
> p.373

Nowhere in this text was the library cited in a manner which directed attention on the value of the library itself and its proper utilization by the system of which it is a part or the teachers it serves.

Rating: More acknowledgment
Negative view
School does not offer library unit

Meece, Drewry, jr., ed.
Interdisciplinary Readings For Beginning Students in Education.
New York, Selected Academic Readings, 1969. Various paging, $5.25

Text adopted by:

Campbellsville College
Education 210, Introduction to Education
(Used in conjunction with Frost's Introduction to American Education)

Description of text:

This is a book of readings designed as a supplementary text for use by beginning students of professional education. All the articles in this compilation except one by the editor, have previously appeared in a professional journal. The 25 articles have been divided into four categories: students, teachers, theory-method, and organization.

Library references:

There is no index and none of the articles pertain to the library according to the table of contents.

SUMMARY AND EVALUATION

None of the articles included in this collection of readings pertain to the role of the library in education and an evaluation is meaningless.

This is a book of readings designed to supplement a text, and the selection of articles to be incorporated was made by the Chairman of the Department of Education of the responding school. In reply to questionnaire I, this editor was dissatisfied with the textbook he was using, and presumably this book of readings was designed to supplement and enrich that presentation. One might have hoped, however, for inclusion of some article on the library's role in education in this compilation, since there was no recognition of that role in the text.

Rating: Text not pertinent
Used in conjunction with another text
School offers library unit

Meyer, Adolphe E.
An Educational History of the American People. 2d ed. New York, McGraw-Hill, 1967. 479p., $7.95
(Foundations in education)

Text adopted by:

Cumberland College
Education 131, Introduction to Education

Description of text:

A history of education as seen against the background of the social history which gave it being. The book is divided into three parts: beginning, growth and evolution, and coming of age. Footnotes have been removed from this edition of the text and a 56 page section of bibliographical notes, arranged by chapters, has been appended.

Library references:

There are three references to libraries and one to the Library Company of Philadelphia in the index. There are no references to the library in the table of contents.

SUMMARY AND EVALUATION

The first reference to libraries was in the chapter "Southern Laissez Faire" when the author discusses the independence of the great planters in the South during the seventeenth and eighteenth centuries. He mentions the "superbly stocked" personal libraries of men like Robert Carter, John Mercer and the younger William Byrd.

In a later chapter, "Middle Colony Parochialism," the eagerness for knowledge manifested itself in the need for first-rate books, says the author. Benjamin Franklin's creation, in 1742, of the Library Company of Philadelphia was a result. This was perhaps the first subscription library in the New World and was soon copied throughout the colonies.

About this same time, a Quaker, James Logan, began acquiring his library, one of the largest in the land, with holdings in the sciences that had no equal. He loaned his books generously and upon his death left them to his fellow Philadelphians, housed in a mansion of their own.

The author's final reference to libraries is in a chapter entitled "After Yorktown." Here he refers to Jefferson's support of learning by sponsoring a bill before the Virginia House of Burgesses for the creation of free public libraries.

If there were other references to libraries, they were not detected. This history of education text recognized the growth of the library movement from its beginnings in personal collections, to subscription libraries and then to free public libraries. The library's emergence in the public schools or its place in higher education were not covered.

Rating: Text not pertinent
School does not offer library unit

Morris, Van Cleve, and others
Becoming an Educator; an introduction by specialists to the study and practice of education. Boston, Houghton Mifflin, 1963. 409p., $7.50

Text adopted by:

Transylvania College
Education 244, Introduction to Education

Description of text:

This text is designed for presentation to the beginning student on the possibility of becoming an educator. Each chapter is written by a teacher training specialist. Part one and two deal with what the study of education includes and the basic foundations that an individual must know and understand to become a teacher, such as the history of education,

philosophy of education, sociology of education and educational psychology. Part three, "Education in Action," and four, "The Educational Profession," deal with the current practices of education. Included are chapters on elementary education, secondary education, higher education, educational administration and finance, school counseling and a concluding chapter on teaching as a career. At the end of each chapter is a group of questions for discussion and an annotated reading list. The appendix includes a code of ethics for teachers. The ten specialists who wrote the various chapters are Van Cleve Morris, Adolphe E. Meyer, Robert J. Havighurst, Frederick J. McDonald, Harold G. Shane and June G. Mulry, J. Galen Saylor, John S. Diekhoff, Herold C. Hunt and C. Gilbert Wrenn.

Library references:

In the index there are two references to libraries, one to materials center, and one to the Library Services Act. No reference appears in the table of contents.

SUMMARY AND EVALUATION

The first reference to libraries is in a chapter on the history of education written by Adolphe E. Meyer. He is discussing the influence that Horace Mann had on education, particularly looking at the educational revival in the early 1800's in the Commonwealth of Massachusetts.

> "The school year was lengthened, the number of public high schools was augmented, libraries were increased and enlarged, and, to cap it all, supervision was dignified professionally and made more effective."
>
> p.34

The second reference to libraries is found in Robert J. Havighurst's chapter, "The Sociology of Education." In speaking of nonpersonal agents of socialization such as the book, the film, the recording, or the television program he states,

> "Books and libraries are major socializing influences. Children form concepts of appropriate and desirable behavior from the heroes they read about, and they can imitate those heroes, though it is doubtful whether a character in a book is ever as effective a model for a child's behavior as are some of the people with whom he comes into personal contact."
>
> p.101

Obviously, libraries are where the books are kept and in this respect they are socializing influences.

Harold G. Shane and June G. Mulry in their chapter on "Elementary Education" discuss the school day and give a schedule of activities for the week. In a chart depicting a week in second or third grade in a partially integrated program, a library period is scheduled under the heading, social studies.

During this period the students are,

"Finding and summarizing information about the airport."

p.174

Later, in their reading class, they are continuing to find information about the airport. While nothing specifically is said in the text about integrating library use with curriculum planning, a student examining the chart carefully can see how the two can be tied together.

Later in this same chapter, the authors devote a 14 line paragraph to the value of instructional materials centers.

> "The establishment of 'learning centers' in elementary school is a trend that appears to have great promise. Such centers are reservoirs of information to be used by children and, in their most highly developed form, combine library resources, science and arts materials, and teaching aids of many kinds. But the learning center offers more than a mere amalgam of conventional and newly devised tools and aids to learning. In a small but growing number of schools, it is a reference source and individualized learning resource for children: a stimulating place staffed by highly competent professional persons who understand child growth and development, are skilled in working with teachers, are thoroughly familiar with the materials, and have an excellent academic background. It is the task and challenge of the learning-center director to help individual children and groups enrich and extend their classroom experiences in a milieu of books, films, and other educational media."
>
> p.202

This is one of the few references detected in any of the texts attesting positively to the "competent professional," and "skilled" personnel who manage the centers. The reference is to a small number of schools with such centers but the authors recognized the centers as a "reference source and individualized learning resource" for children, not just a place where various media were stored.

The chapter, "Secondary Education," written by J. Galen Saylor presents the curriculum and program of the secondary school and points out extra-classroom activities.

> "In addition to the courses offered, most schools sponsor a large variety of extra-classroom activities such as a student council, interscholastic athletic yearbook, and numerous special-interest clubs. The school also provides special services, including guidance and counseling, transportation, and health, food, and job-placement services."
>
> p.227

The library is not mentioned among the extra-classroom activities or as a special service of the school. However, later on, when the author refers to the years ahead in secondary education, he does make a reference to the library

> "The specialized services of the secondary school are being expanded. This is particularly true of guidance and counseling. But greater provisions are being made for library service and for assistance to pupils who wish to carry on research projects in extra-class programs."
>
> p.245-246

John S. Diekhoff in his chapter entitled "Higher Education" speaks of the extracurricular program of the college or university.

> "A book addressed to undergraduates need hardly tell them that the classroom, laboratory, library, and dormitory-study are not the whole of college, but readers may need to be reminded that organized extracurricular activities are characteristic of undergraduate colleges..."
>
> p.266

The library is established as part of the regular curricular program, but what part it plays is not otherwise mentioned. Later in speaking of functions of faculty committees, he states,

> "Faculty committees meet to review divisional and department recommendations, to study the academic calendar, to allocate office, laboratory, and classroom space, to plan library policy (perhaps to allocate library funds to divisions and departments), to recommend editors for student publications..."
>
> p.277

This statement established the library as being a matter of special concern to the faculty, a facility in which they have a direct voice. The author when speaking of the enrollment boom in higher education matter-of-factly states that,

> "New classroom buildings, new laboratories, expanded libraries and other physical facilities are being built, of course, but building programs characteristically lag behind apparent need."
>
> p.282

A chapter by Harold C. Hunt, "Educational Administration and Finance" refers to the assistance given libraries by the federal government.

> "The Office of Education also administered...$7,542,000 in federal monies for development of rural libraries under the Library Services Act."
>
> p.319

Since this book carries a 1963 copyright, one would not find any reference to the later program of the federal government relative to libraries, the Elemen-

tary and Secondary Education Act.

This textbook affords a good opportunity to compare the views of the library expressed by several authors at varying levels of education. The growth of libraries is recognized in the historical development of education. The library is seen as having a major socializing influence on children. At the elementary level, an example of integration of the library in curriculum planning is given and special attention paid to the new trend in establishment of learning centers with highly competent professional personnel. The library is seen as an information center and an individualized learning resource for children. At the high school level the library was omitted as one of the special services of the school though casual reference was later made that specialized services were being expanded, among them library services. The assistence given libraries by federal programs was mentioned. The library, in higher education, was looked upon as a definite part of the curricular program and establishment of library policies was shown as the responsibility of the faculty.

In this text one can detect a significant contribution of the library at the various levels of education in all but one area, secondary education. It is strange that this level should display more disinterested treatment than the elementary level where school libraries are relatively few in number.

Rating: Adequate coverage
Positive view
School did not answer Questionnaire I

Herbovic, Marcella M. and Herbert J. Klausmeier
Teaching in the Elementary School. 3rd ed. New York, Harper & Row, 1969. 612p., $9.95

Text adopted by:

Thomas More College
Education 320, Fundamentals of Elementary Education

Description of text:

This is a book on the educational practices in the elementary school, incorporating many of the significant advances in the system - its

objectives, content and sequence, instructional materials, teaching methods, placement and monitoring of pupils, organization for instruction, building and equipment, and evaluation procedures. There are 17 chapters divided into three parts: foundations of curriculum, areas of instruction and progress of the individual. Each chapter is concluded with a list of questions and activities, along with reference for further reading.

Library references:

No reference is made to the library, librarians or instructional materials center in the table of contents or the index.

SUMMARY AND EVALUATION

The first reference to libraries is in a discussion of materials and resources which advance the effectiveness of classroom instruction. Here the authors cite the following:

"Library books (as differentiated from textbooks) can also help make instruction more meaningful. Current materials, including newspapers and magazines, as well as paperback books, serves useful educational purposes. For adults, reading is still probably the most widely used method of gaining information. The most advantageous use of printed materials, especially textbooks, in the classroom depends primarily on the teacher's ability to select instructional materials wisely and to use them intelligently."

p.16-17

The authors then go on to state that the reading of printed matters is augmented by the use of visual aids. The point is thus made that books are important to learning and in order to differentiate between textbooks and other books they use the term, "Library" books.

In the chapter, "Organizing People and Resources" the authors discuss the various materials of instruction and refer to the challenge that has been made towards the traditional view of the textbook as the "backbone" of the curriculum. They state that in the modern classroom the text is primarily an "outline or springboard" which is supplemented by multiple texts which in turn are supplemented by reference books, classics, and current materials.

"The most-used materials can still be found in the classroom, and books still make up the largest part of the library, but the concept of the library is changing to the broader concept of a "learning center." (Learning centers are also known as "materials centers" or "resources centers.") A learning center differs from a library chiefly in that it contains more multi-sensory media for learning, including programed material. Learning centers make directly available to the pupil less frequently used resources of the type that were formerly handled by the

BEST COPY AVAILABLE

> teacher, such as tape recorders and film-strip projectors and some of the machines that have come into more recent use in schools, such as single-concept, cartridge-film projectors, microscopes, and others."
>
> p.158

This is the extent of the coverage of the changing concept of the library, but the role of the library is at least referred to in its proper context, as an aid to learning. Furthermore, the library's value as a repository of printed materials is not considered secondary to its value as a depository for audio-visual materials.

In the same chapter the authors proposed as an activity for study, the following:

> "Inventory a classroom, a school, and a learning center for materials. How many different kinds can you list. What would you request if you were a teacher in that school?"
>
> p.173

Another question, likewise advises the student to visit an innovative school and discover the location of new learning materials. All of these references attest to a growing awareness of the "new look" in libraries.

In the chapter on "Balancing the Reading Program" the authors propose the importance of instruction in the use of the library.

> "Instruction in using a library or learning center may have begun in the primary grades. In connection with a unit such as the one on the human body, the first unit of the year for this grade, the whole class may have a review in using the library. Time is set aside for recreational reading, and at the same time a purpose for using the library is established. The teacher or librarian leads a class discussion on the library resources and procedures. The class explores the library and becomes familiar with it. The class receives specific instruction in the use of the card catalog and in the location and checking out of books...
>
> Not all children learn how to secure information readily. Nor are all schools equipped with well-organized libraries (Fig. 7.5). On the other hand, some schools have learning resources centers that extend the concept of the library considerably by including materials such as audio tapes and visuals for individual children to use and by providing professional or lay personnel to help pupils. Therefore, each teacher has to adapt to the available resources and the abilities of the children. When necessary or desirable, some teachers make extensive use of city libraries or traveling libraries to supplement room libraries."
>
> p.222-230

In this entire section of the text which discusses areas of instruction, the authors recognize the importance of varied materials being made available so

that students might learn more readily. Pictures of children taking advantage of the facilities of their library are presented on pages 199, 209, 229, 231, 253 and 408. The authors do not diminish the value of the printed materials as over against the audio-visual materials either. They suggest that the wise teacher learns to use both to advantage.

While this text does not have a unit unto itself devoted to the role of the library in elementary education, the authors, nonetheless, assign a very positive role to the library in the education of the child. They not only affirmed the library's role in providing materials for all subject disciplines, printed as well as audio-visual, but they focused attention on the use of two particular kinds of reference aids, the dictionary (p.211-213) and the encyclopedia (p.224-229). One has the feeling, after examining this text that the authors have found the elementary library a very real asset in the education of children and they will foster the same feeling of respect among the students studying this text.

Rating: Adequate coverage
Positive view
School does not offer unit

Oliva, Peter F.
The Secondary School Today. New York, World, 1967. 432p., $7.50

Text adopted by:

Thomas More College
Education 360, Fundamentals of Secondary Education

Description of text:

This book is planned to meet the requirements of a comprehensive course in secondary school principles and methods. The text is divided into seven units, with each unit preceded by the objectives of the unit and followed by a summary, list of class and evaluation activities, and an annotated bibliography. Unit 1, "The Emergence of the Modern Secondary School," gives a brief history of secondary education and the status of the secondary school teacher. Unit 2, "The Secondary School Curriculum Today," considers the sociological forces affecting the curriculum, developments in major subject fields, and current practices and innovations. Unit 3, "Planning For Instruction," illustrates the learning

unit, resource unit, and lesson plan. Unit 4, "The Instructional Process," describes techniques of instruction and learning theory. Unit 5, "Guidance for the Classroom Teacher," offers an understanding of the guidance role of the teacher. Unit 6, "Discipline and Control," describes behavior problems and corrective measures that may be employed. Unit 7, "Evaluation," considers testing and other means of measurement.

Library references:

No reference is made to the library, librarians, or instructional materials center in the table of contents or the index.

SUMMARY AND EVALUATION

The first reference to a library was in the chapter devoted to the historical development of the secondary school. Benjamin Franklin in the middle of the 18th century made the following recommendations for an academy.

"That a house be provided for the academy... That the house be furnished with a library (if in the country, if in the town, the town library may serve) with maps of all countries, globes, some mathematical instruments, an apparatus for experiments in Natural Philosophy, and for Mechanics; prints of all kinds, prospects, buildings, machines, etc."

p.11

In his proposals Franklin advocated such modern notions as an instructional materials center, says the author. When later in this same chapter, federal participation in education is reported, the services extended to libraries is covered. Among the benefits of the various legislative acts, the author cites the National Defense Education Act as authorizing library science institutes, the Higher Education Act for improvements of libraries, and the Elementary and Secondary Education Act for strengthening of library resources.

In discussing the cycles of criticism directed toward the secondary school, the author states,

"When we look at the paucity of instructional materials and library books, the shortage of teachers, and the lack of classrooms, we cannot say that schools are extravagant."

p.26

The criticism directed towards the schools as subversive is dismissed as being on the wane since the 1950's, though the author mentions occasional flare-ups.

"Occasionally super-patriots and right-wing groups attack some statements of teachers or some library books."

Ibid.

The chapter, "Changing Content of the Secondary School Curriculum," covers developments in the major subject fields. After speaking of the academic

program, the author turns his attention towards the supplementary curriculum.

> "By supplementary curriculum we mean all those activities that fall outside the usual scope of the academic program... A well-rounded supplementary curriculum includes clubs of many kinds, student assemblies, social affairs, athletic groups, class organizations, and a student council."
>
> p.105

Since the library was not spoken of in relation to any of the academic disciplines, and by definition, did not fit into the supplementary curriculum, one wonders where it does fit.

In observing current curricular practices in regard to the academically talented and gifted student, the author suggests independent study.

> "They may work in the library or at independent study centers in the school or even in the back of the classroom."
>
> p.119

Cooperation with institutions of higher education in the area is also suggested.

> "Students also utilize the college's library resources and call on professors for assistance."
>
> p.120

It isn't until the author speaks of the high school of 1975 that a positive utilization of the library for all students is mentioned. Kimball Wiles' remarks are quoted.

> "Wiles sees the establishment of a Materials Center in which students may schedule teaching machines for working on their basic skills. He states: 'Machines will teach basic skills as effectively and efficiently as a teacher... Two librarians, one to issue programs and the other to help on request, and a staff of mechanical technicians will supervise the work of two hundred students. Disorder will be at a minimum because each person will work on his own level and with his own goals. Moreover, each student will work in a private sound-proofed cubicle.'"
>
> p.126

The author paraphrases Wiles by saying that in future schools,

> "Opportunities to specialize will be provided in variety of ways - through shops, studios, work laboratories, work-study programs, and seminars in the content fields. These seminars will be limited to fifteen pupils and will meet for two two-hour periods per week. Students will spend the remainder of their time conducting independent research in the library or laboratories."
>
> Ibid.

In the chapter devoted to planning a learning unit, only one reference to the library was detected and this was when teachers were advised to prepare

bibliographies for their students so that they could pursue their study of the topics.

> "Books and magazines should be listed in an acceptable bibliographical form so that the reference may be readily found in the library or ordered from its source."
>
> p.165

In a later chapter on planning a resource unit, one of the activities for students involved in a unit on the U.N. is library oriented, though not necessarily school library oriented.

> "Assemble working library of information on the topic. This will include school and community libraries' materials; newspapers and magazine articles; books and pamphlets of materials."
>
> p.180

A second activity suggests that students,

> "Write to United Nations Headquarters for general information."
>
> Ibid.

In a chapter devoted to the techniques of instruction the teacher is told that the learning base can be broadened.

> "The teacher can broaden the learning base by reaching beyond the adopted text materials. Magazines and newspapers furnish plentiful sources for pictorial and descriptive materials. The teacher can make effective use of all library resources in the community, including the public library if there is one. It is helpful for the teacher to go into the public library, discover the extent of resources, and establish a working relationship with the public librarian. He should make it a point when he first enters a community as a teacher to find out what audio-visual aids are owned by the local school system, what aids can be obtained from state sources, and what supplementary budget is available for purchase and rental of audio-visual aids."
>
> p.249

Cooperation with the public library is to be commended but the author might have mentioned that one of the responsibilities of a teacher entering a school system for the first time, is to see what kind of materials are available in the school library first. Is this a matter so obvious that no reference is needed? The teacher's responsibility towards seeing that material is provided in the school library is nowhere touched upon.

This text is disappointing in its treatment of the library. Outside the references on the historical development of libraries and their possible future development, little is said about the library.

The author boldly states that "when we look at the paucity of instruc-

tional materials and library books...we cannot say that schools are extravagant." With this, he seems to dismiss the value of the school library. He does not present the school library as a part of the academic curriculum or the supplementary curriculum. The gifted student is encouraged to utilize the resources of the school library, or an independent study center, or the back of the classroom, or a nearby college library. The teacher in preparing a bibliography is urged to use acceptable form so that students may find materials in the library, or from the publisher. In gathering material for a resource unit on the UN, they are advised to find information in the school or community library and, as if the author did not expect them to have much success in this area, write directly to the United Nations Headquarters for such information. Finally the teacher is urged to make effective use of the library resources in the community. This is sound advice. Even here, however, the author raises doubts when he suggests that the teacher use the public library "if there is one."

In every instance the author gives an alternative to using the library. It is almost as if he is saying the library isn't really necessary. Past performance, very obviously, has led this author around school library utilization and any student reading this text would not expect the public school library to play any significant role in education at the secondary level - not at any rate until he got into the high school of 1995.

Rating: Mere acknowledgment
Negative view
School does not offer library unit

Perkins, Hugh V.
Human Development and Learning. Belmont, Calif., Wadsworth Publishing Company, 1969. 616p., $7.95

Text adopted by:

Murray State University
Education 102, Child Growth and Development

Description of text:

This book deals with the psychological foundations of education. It focuses on the processes of development and learning and the interrelationship among these processes. Extensive use is made of case-record materials. The book is organized into five parts, the first dealing with the needs, the procedures and motivations in human behavior. Part II examines the processes that shape development and learning: the physical organism and its growth, the interpersonal environment, cultural environment, environment of the peer group, and the self. Part III deals with the emerging individual in relation to the developmental tasks he encounters at successive stages of childhood and adolescence. Part IV on learning and the educative process includes chapters on the nature and theories of learning, readiness for learning and the outcomes of learning. Part V examines the job of the teacher in organizing and applying knowledge of human behavior so as to facilitate development and learning. This section includes chapters on organizing the classroom, evaluation, the students who need special help, and teaching and the educative process. A summary, study questions, suggested readings and a list of films are included at the end of each chapter.

Library references:

No reference is made to the library, librarian or instructional materials center in the table of contents or the index.

SUMMARY AND EVALUATION

One would not expect to find much information on the library's role in education in a text of this kind. However, some reference to the role the library can play in helping to establish a climate of learning might be considered appropriate to the subject matter of this book. If such information was given, it was not detected.

One reference was spotted in a chapter on organizing the classroom for learning when the author discusses the role of motivation in discovery. He recounts a study by Bert Kersh to test the hypotheses that discovery learning is superior to rote learning because it is more meaningful. An algebraic problem was given to three groups of students: one group received no help, one group received some help, one group was given the rule to work the problem. More understanding was evident in the some-help group, while least understanding was shown in the rule-given group. The motivation for learning was so great in the no-help group, however, that some of them went so far as to look up the algebraic formula in the library.

For librarians, the significance of this study is that if motivation is

high enough, the students will use the library for information.

Rating: Text not pertinent
School does not offer library unit

Petersen, Dorothy G.
The Elementary School Teacher. New York, Appleton-Century-Crofts, 1964. 570p., $6.75

Text adopted by:

Spalding College
Education 310, Fundamentals of Elementary Education

Description of text:

The book focuses upon the roles and responsibilities of the elementary classroom teacher as the most important feature in the educational program. Part I examines both the position and the competencies of the person. Part II discusses the teacher's relationship with the children, their parents and professional colleagues. Part III examines the teacher's duties in guiding the learning process. Chapters are offered on creating a desirable environment, organization for learning, improving curriculum, providing for individual differences, using instructional materials, and appraising pupil growth. Part IV discusses the teacher's continuing growth and the problems associated with elementary school teaching. Each chapter concludes with a summary, topics for thought and discussion, list of projects and activities, and a bibliography.

Library references:

In the index of the book there is one reference to the classroom library, one to the professional library, and one to the instructional materials center. In the table of contents there is a subheading for the instructional materials center.

SUMMARY AND EVALUATION

The first index reference leads to the chapter on creating a desirable learning environment, where a two paragraph section is devoted to the classroom library.

"No other factor is more important for stimulating children's interest in reading than an adequate supply of the fascinating and wonderful books written for children today. Consequently, one of the most important spots in the elementary classroom is the library nook. It is important to remember, however, that the classroom collection should supplement, but never supplant, the school library."

p.219

The underlined words appeared in italics in the book. The author then proceeds to describe a cozy area with comfortable chairs, skillfully arranged bookcases, shelves and room dividers.

> "Here is kept the classroom collection of books and periodicals, some of which have been borrowed from the school library, the traveling county library, the public library, or from the teacher's and pupils' personal collections."
>
> Ibid.

The author gives examples of the kinds of reference materials that should be in the center.

> "Reference books, at least one set of encyclopedia, dictionaries of varying levels of difficulty, maps, globes, atlases, newspapers, periodicals, and other tools may be kept permanently in the library center."
>
> p.220

The ways in which the library center can be utilized are explained and the manner in which it can be used to teach children the proper habits and attitudes towards books and reading is stressed. She concludes the section with this statement.

> "There is literally no end to the type and number of learning experiences to be gained from a classroom library corner and it is difficult to see how any teacher, on any grade level, could create a favorable intellectual environment without it."
>
> Ibid.

This is one of the most positive expressions found in the examination of any of these texts. The fact that it is in reference to the classroom library instead of the school library, does not lessen its impact.

The instructional materials center is examined in the chapter on using instructional materials and aids.

> "The number and variety of teaching materials available in this technological age make the establishment of a Materials Center in the elementary school a necessity."
>
> p.442

The next three sentences are disturbing.

> "Such a center is organized and maintained by a specialist usually designated as the Supervisor or Coordinator of Instructional Materials. Depending upon the size of the school and the extensiveness of the collection, he may serve in either a full-time or part-time capacity. If part-time, he may divide his time among two or more schools or with other teaching duties."
>
> Ibid.

The instructional materials center is described apart from the library program not a part of the library program. This is contrary to the joint recommendations of the ALA and NEA Standards for School Media Programs which recommend a unified media program.

The services of the personnel of the Instructional Materials Center are discussed at some length. Five services are listed: to establish and maintain a service program, provide a resource center to serve the needs of all teachers, provide and supervise a center for the adequate production of materials, acquaint teachers with new materials, and evaluate the multimedia program.

In the chapter on personal and professional growth, the professional library is examined. Here the author points out the necessity of the teacher keeping abreast of new developments and trends in the profession. A statement of Kimball Wiles is quoted in which he refers to a strong professional library as the basic element of a good in-service training program. The author explains,

> "Apparently this sentiment is still in the realm of educational theory, however, for there is some evidence to indicate that many elementary schools have little or nothing that resembles a professional library."
>
> p.522

She then recounts the findings of her own study of professional library collections in the elementary schools.

> "A study by the author of 424 elementary schools, distributed over all fifty states, reveals that, in general, elementary school professional collections leave much to be desired. Of the total number of principals replying, 326, or 76.9 per cent, reported that their schools contained a collection of professional books and periodicals. The number of books ranged from five to five hundred, with the median number of volumes between forty-six and fifty, representing a total expenditure of approximately two hundred fifty dollars. The median number of volumes added each year was five, indicating an annual expenditure for professional books of approximately twenty-five dollars. Furthermore, only 59 per cent of the principals reported that books were purchased from a regular budgetary allocation. The others reported that books were donated by members of the staff or were purchased with funds received from the PTA, school projects, library fines, or class gifts.
>
> Of the 424 school surveyed, 39, or 9.2 per cent, reported that th[ey] their schools had no collection of either professional books or periodicals. Some of these schools reported that they were forty or fifty miles from the nearest professional collection, and even that was not adequate for their needs."
>
> p.522-523

The author further states,

> "In spite of the lip service given to the importance of professional reading by teachers, therefore, there is some evidence to indicate that it is not encouraged or financially supported by school systems to the extent that it should be, or to an extent equal with other forms of in-service growth.
>
> It is perfectly obvious that, if teachers are expected to read, they must have something to read."
>
> p.523

She refers to the professional book collection recommended by the American Association of School Librarians.

> ". . . a professional book collection in every school of from two hundred to one thousand titles and minimum annual expenditure for the professional collection from two hundred dollars to eight hundred dollar dollars."
>
> Ibid.

A four page annotated list of magazines that should be included in a professional collection is then given.

This book which has pointedly made evident the need of good library service in the school raises some disturbing issues. Obviously the author knows about libraries and she appears particularly disturbed herself by the woeful state of professional collections in the schools. She stressed the fact that the classroom library was only a supplement to the centralized library but she never directed attention on the centralized library itself. Perhaps she neglected to do so because this was a book concerning the elementary teacher specifically and the focus would naturally be on her own classroom library. She directs attention, however, to an instructional materials center which is commendable, but it is seen outside the realm of the centralized library. When she speaks of the professional library, her survey repudiated any appreciable service in this area, and nowhere was it made evident whether this collection was part of the library or not. These services which educators find they need - an instructional materials center and a professional library - are not seen as rightfully belonging to the realm of the library. If the libraries were serving the purposes for which they were designed, the need to set up units outside its structure would be unnecessary.

Rating: Adequate coverage
Positive view
School does not offer library unit

Richey, Robert William

Planning for Teaching: an Introduction to education. 4th ed. New York, McGraw-Hill, 196[illegible]. 649p., $7.95

Text adopted by:

Asbury College
Education 101, Introduction to Education
Berea College
Education 224, Introduction to Education
Brescia College
Education 207, Introduction to Education
Pikeville College
Education 200, Introduction to Education
Western Kentucky University (as a second text)
Education 100, Introduction to Elementary Education
Education 200, Introduction to Secondary Education

Description of text:

The book has been designed for an introductory course in education, providing the student with an understanding of what is involved in a teaching career and pointing out the tasks ahead in developing into an effective teacher. The book is divided into six parts: career planning, the teacher and her work, the economic and legal aspects of teaching, the nature of our school system, educational heritage and broader concepts of education.

Library references:

No reference is made to the library, librarians or instructional materials' center in the table of contents or the index.

SUMMARY AND EVALUATION

Having undergone four editions the text is now considered according to the editor's foreword as a classic in it's field but unfortunately, it gives no attention whatsoever to the library's role in education. In the index, under the heading "certification," reference is given to counselors, emergency teachers guidance directors, principals, psychologists, speech and hearing therapists - but not librarians. The text does, however, on page [illegible]-79 under "Trends in Certification Standards of Administrators, Supervisors, and Other School Personnel," mention librarians as among school personnel who must hold special certificates.

As for mentioning the libraries themselves, the author in his chapter on "Opportunities in Education" states that there will be increasingly greater demands for library services.

In following out the seven index references to the Elementary and Secondary Education Act of 1965, one of them stated that the Act provided assistance to libraries, but did not mention how or why.

In the chapter, "Becoming Effective in the Classroom," the author speaks of the school of the future and makes the following statement:

> "The largest area in the school will be the instructional materials' center. Here all the advances of technology will be harnessed for aiding pupils. For example, dial-access systems, whereby pupils can retrieve information through a screen and earphone set, will be housed in the instructional materials' center. Rich storehouses of books and booklets will be available in every school, and study carrels, small stations giving privacy on three sides, will be used by pupils as they accumulate understandings and develop skills... Emphasis will be on nurturing skills of inquiry and organizing principles."
>
> p.204

Following, he states:

> "Various types of instructional materials are becoming available to teachers. In order to meet educational challenges of the future, gain skill in the effective use of such equipment and techniques."
>
> p.205

While the author anticipates the advantages of the future "center," one can't help but wonder why he overlooked the obvious advantage of learning to use our present materials' center more effectively. His statements seem to indicate that he was unaware that the schools of today had any. The current school library's contribution to more effective classroom teaching apparently was not considered very significant by this author.

Perhaps one cannot judge this text on its omission of the library's role in education for it is not a book on education so much as it is on the profession of teaching. However, no student reading the book would know that the public school librarian is an integral part of the teaching profession nor that the library was established to enrich the curriculum or act as a materials center for the teacher. Ironically the author does not overlook the value of the teacher aides in increasing the effectiveness of the teacher.

Rating: Mere acknowledgment
Negative view
Five schools have adopted text
One offers library unit
Three do not offer library unit
One did not answer Questionnaire I

BEST COPY AVAILABLE

Stone, James C. and Frederick W. Schneider
Foundations of Education. New York, Thomas Y. Crowell, 1965.
304p., $6.00
(Commitment to teaching, v.1)

Stone, James C. and Frederick W. Schneider
Readings in the Foundations of Education. New York, Thomas Y. Crowell, 1965. 447p., $4.25

Volume one only of text adopted by:

Eastern Kentucky University
Education 202, Professional Orientation

Description of text:

The contents of this book were determined to a degree by a survey the authors conducted concerning what two groups of prospective teachers felt were most important to introductory courses in education. Both groups, the group just beginning their study and the other group just completing their teaching internship, agreed on what topics should be discussed and in what order. This survey was then used as a guideline. The authors deal with education theory as well as the practical application of theory and each chapter closes with a set of questions and projects designed for a deeper appreciation of the material. The book is divided into 12 parts: the milieu, the goals, teaching, pressures and problems of teaching, pressures and problems of the school, the pupils as learners, the pupils as boys and girls, the pupils - class and caste, the past, the philosophies, the system, and the profession. The second volume includes 62 essays by various authors relative to the topic of education and is correlated not only to this text but to five other introduction to education texts as well. They are: Chandler's EDUCATION AND THE TEACHER, Haskew's and McLendon's THIS IS TEACHING, Richey's PLANNING FOR TEACHING, Grambs' and McClure's FOUNDATIONS OF TEACHING TODAY and Kneller's FOUNDATIONS OF EDUCATION.

Library references:

No reference is made to the library, librarians or instructional materials' center in the table of contents or the index of volume one. There is no index to volume two and an examination of the table of contents revealed no library topics.

SUMMARY AND EVALUATION

No mention of the library could be found in this text anywhere. When the authors' chapter on the "Pressures and Problems of the School" was scanned and they focused their attention on textbooks and the advantage of multiple books some reference to the library was expected.

"All of this points up the importance of many books and other teaching materials in the truly effective teaching-learning situation. If teachers accept the broader purposes of education - if they want boys and

girls to learn to think critically and to understand what they learn - a multiplicity of references and textbooks and various other materials are a necessity. The books and equipment such as maps, charts, globes, various types of projectors, and tape recorders should be stored in or near the classroom, readily accessible to teachers at the time they are needed.

The fact is, however, that a large number of school systems do not have a large supply of books and other materials. Good teachers can teach, and are teaching, acceptably every day under adverse classroom conditions and with inadequate supplies of books and other materials; however, it is reasonable to assume that they would do a better job if they were provided with the tools and the facilities they need."

p.109

Here was the obvious place to tell the role of the library in education. At least an acknowledgment of its existence was in order!

It was interesting to note, however, that the authors, when it came time at the end of each chapter to list the "Activities and Projects" relative to that particular subject area, suggested that the college student get materials from their college library in four different instances: p. 75, no. 8; p. 117, no. 6; p. 136, no. 6 and 7. The authors must obviously find the library a satisfactory depository of miscellaneous materials if nothing else.

At the very beginning of the text the authors discuss important cultural trends and the first one, in which they cite a quotation of Clark Kerr's, reads as follows:

"Knowledge in every subject field has increased as more of our resources are directed toward research. Knowledge has certainly never before in history been so central to the conduct of an entire society. What the railroads did for the second half of the last century and the automobile for the first half of this century may be done for the second half of this century by the 'knowledge' industry: that is, to serve as the focal point for national growth.'"

p.8-9

The information explosion is thus acknowledged and the increased emphasis on research is cited as one of the most important cultural trends of our society. Yet, no where is there any point made regarding the library's role in either the organization of knowledge or informational research.

The authors reported the findings of a National Education Association Research Division questionnaire which revealed some figures that bear reflection. Questions were posed to a sample survey of public school teachers to find out how they felt their college preparation fitted them for teaching.

BEST COPY AVAILABLE

The following question was asked relative to certain subject areas:

> "In terms of your actual teaching needs, to what extent did your undergraduate teacher preparation program prepare you in the following areas?"
>
> p.67

In the use of audio-visual equipment and materials, the teachers felt they needed more training in this area than in any other. Of the respondents, 60.1% felt they got too little, 38.1% about right and 1.8% felt they got too much. This response leads one to suspect that teachers obviously find the use of audio-visual aids a very real assistance to them in their classroom work. The teachers were aware of their value and wished they had more training in their use.

The second volume of this text is a selection of essays by various authors relating directly to some of the more controversial aspects of the discipline of education. One of the essays entitled, "Organizing for Improved Instruction," was written by the American Association of School Administrators and the Association for Supervision and Curriculum Development. In listing the services and resources needed, library books are mentioned as one of the tools for teaching and learning that are growing in number and complexity.

> "Tools for teaching and learning are growing in number and complexity. Among them are recording and playing machines, projectors, films and film strips, laboratory equipment, models, textbooks, manuals, reference and library books, information storage and retrieval systems, teaching machines, radio, television, and more to come. These things require storage, maintenance, transportation, and even special operation and direction. Yet they are adjuncts, useful only as they enhance teaching-learning where it is going on.
>
> So with human resources. There is a growing body of specialists whose function it is to support and stimulate teaching and learning. They work at curriculum development, instructional improvement, professional growth, evaluation, and research. They include specialists in guidance, in psychology and child development, in problems of atypical children, in subject areas and special curriculums for adults and the vocations, in health, in inservice growth programs, and in the whole range of instructional materials, media and media services. These are people we call resource people."
>
> p.369

Note that the term libraries, or librarians, has given way to instructional materials and media services.

A separate essay on the role of the library in education would have been an appropriate selection for inclusion in this volume of the text, especially

the proposed new concept of the instructional materials center.

Rating: No coverage
Negative view
School offers library unit

Mingo, Glenn Max
The Philosophy of American Education. Boston, Heath, 1965. 438p., $7.50

Text adopted by:

University of Kentucky
Education 301, Education and American Culture
(their college catalog entitles this course, American Public Educ.)

Description of text:

The book offers a panorama of contemporary American educational theory and its various connections with social and philosophical tradition. The author takes the viewpoint that the prevailing tradition in education is conservative and he presents other traditions in education and philosophy as protests against this conservatism. He discusses essentialism, idealism and realism as the conservative view of education. Progressivism and pragmatism is given as the liberal protest against the conservative tradition. Other protest movements are presented as perennialism, Marxism and existentialism.

Library references:

No references.

EVALUATION

One cannot judge this text for its omission of any reference to the library's role in education, for one would not expect to find such a discussion in a text of this kind. The surprising element in this disclosure is that a philosophy of education text would be considered appropriate for a course designed to acquaint students with the teaching profession for the first time.

Rating: Text not pertinent
School did not answer Questionnaire I

SUMMARY OF FINDINGS

The picture of the public school library presented by these selected textbook authors was a blurred and faint likeness of the institution we tout as the heart of the instructional program. What emerged was not a dynamic service organization upon which all instruction was dependent, but a shabby insignificant 'place' where teachers might find some supplementary books. There emerged an awareness of what the library potential was, but a grim acceptance of what it had become. There was a glimpse of a glamorous future but an apology for the current state of affairs. There was a glimmer of hope in the reaction of the elementary schools to their new found centralized libraries. There was a disturbing hint that library responsibilities were being assigned to units outside the library structure - responsibilities so important to the newer concepts of instruction that they dared not be trusted to the library. All in all, this examination was a discouraging one for the library profession and poses some serious questions regarding the future of our school libraries.

One of the most surprising discoveries came with the realization that the profession did not need to be concerned about misinformation with regard to their image but rather with absence of information. If this examination had been limited to those texts which contained an index reference to the library, only nine books would have been examined. Obviously one cannot judge the importance of the library in education on the basis of the number of times it appears in the index of a book, but at least this is indicative of the degree of coverage on the subject. Only four of the books gave in-depth coverage at one location in the text worthy of a topical reference in the table of contents. Sixteen of the books examined had no library references in either the index or table of contents.

It soon became apparent that if any kind of an image was to be drawn from these books, a page by page scrutiny of the contents would have to be made, concentrating on those spots where some library coverage should be given. This kind of examination is time consuming and tedious and quite possibly passages were overlooked which should not have been. If so, it is hoped that their oversight will not cause any distortion.

Eight of the texts had scattered references throughout the book that were not indicated in the index, either by oversight or because of the brevity

of the information. Only two of the texts had what was termed extensive coverage, enough upon which one could build a unit on the role of the library in education. Four of the books fell into the adequate coverage category, though the term is misleading. The library was mentioned where one would expect it to be mentioned though no in-depth coverage was given. Eleven of the texts acknowledged the presence of the library in the school and then dismissed it. These references to the library were usually made with the focus of attention on some other topic of concern. The library was merely a backdrop. No coverage of any kind was given to the library in eight of the texts though in all fairness seven of them would not be expected to give much coverage.

As for the view of the library that these books presented, only six of them presented the library as performing a positive role in the school program. Eight of them presented a negative view of the library and one a distorted view of the library. Three of the texts paid a kind of lip service to the library, acknowledged its presence, but gave no real view of it. Such an evaluation is a subjective undertaking and in order to understand the term, "positive role," "negative view" or "lip service" one will have to refer to the evaluation of each of the texts. The chart on the following page may assist anyone wishing to refer back to the textbook evaluation for clarification of terminology.

The reason why so few teacher training institutions in Kentucky offer a unit on the role of the library in education is apparent. The textbooks do not have enough information on the school library to warrant a special assignment and probably the introduction to education courses are primarily textbook oriented. According to the responses made to questionnaire I, of the four schools offering the unit on the library, only one replied that the textbook was the basis of the assignment. Unfortunately this textbook is the one with the distorted information that prompted this entire examination. All four schools offering the library unit, reported dissatisfaction with the text, though two of these texts had what was judged to be extensive coverage. A second school offering the unit is using a text that gives no coverage whatsoever to the library. A third school uses two texts, one which acknowledges the presence of the library and pays lip service to it and the other which includes nothing on it. The fourth school offering the unit, does so in an instructional materials course rather than an introduction to education course perhaps because the text

TEXTBOOK ANALYSIS SURVEY

	Bent	Brown	Butler	Byles	Morris	Chamberlain	Charles	Clark	Cressman	Crow	DeYoung	Frasier	Frost	Lee	Lueck	Meece	Meyers	Morris. Becoming	Nerbovig	Oliva	Perkins	Petersen	Richey	Stone	Wingo	Total
Text used by																										
One School Only	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	23
More than one						✓																	✓			2
Used with another text	✓		✓	✓	✓		✓		✓				✓			✓										9
Library references																										
In index		✓				✓		✓		✓	✓		✓				✓	✓								9
In table of contents		✓					✓		✓	✓		✓	✓													16
In neither	✓		✓	✓	✓	✓						✓		✓	✓	✓										14
Scattered																										
Coverage																										
Extensive		✓								✓																2
Adequate											✓							✓								4
More acknowledgment	✓		✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	11
Here							✓																			2
Image presented																										
Positive		✓				✓		✓	✓	✓	✓		✓				✓	✓	✓							6
Negative						✓	✓	✓						✓	✓					✓						5
Neutral																										
Distorted										✓		✓	✓													1
Help Service																										
Text not pertinent			✓	✓	✓											✓	✓									3
Schools using text																									✓	7
Offer lib. unit		✓								✓														✓		
Do not offer unit	✓		✓	✓	✓	2	✓	✓	✓		✓	✓		✓	✓	✓			✓	✓	✓	✓	1			
No reply to Q 1																		✓				✓	1			

BEST COPY AVAILABLE

for the materials course gives extensive coverage to the library and the introduction course text acknowledges the library only, and presents a negative view of it.

A kind of lip service is detected from the majority of these textbook authors. Libraries are where the books are kept and to this extent, the educators admit their importance to education. The prospective teachers are advised through these texts that the school library is there to be used and that library books are necessary to supplement textbooks. They are told that school libraries oftetime are unsatisfactory. One author indicated that adequate facilities for all children could be provided at $1.00 per capita annual expenditure, with better service within a $2.00 reach. There were suggestions that classroom collections could meet the library needs of students with no clear indication that they were supplementary to centralized libraries. Students and teachers were admonished to use the facilities of a community library where available. Students were advised that concepts are changing with regard to the library, that libraries in the future will be instructional materials centers. Some authors examined the library in terms of its architectural splendor and its role in setting an attractive learning environment. Few authors afforded any professional stature to the position of the librarian. One author stated that to be a librarian, "the complete training should include a minimum of fifteen semester hours in education, some study of psychology, and practical experience in actual library work." The author then asserted that the teacher who took some training in library work would get a larger salary than the full-time librarian. There was a hint that librarians were not always as helpful as they could be. Students were given a rather fuzzy picture of where the library fit into the educational program, curricular or non-curricular. The library services of the school were just as apt to be lumped with the hot lunch program and transportation service as with the curricular program of the school. The library, in some instances, was presented in neither category. Few of the texts offered any instruction on how teachers could utilize the services of the school library. It was hinted upon occasion that teachers might use the library to assist them in the education of the exceptional student. One text urged library use for the slow learner but ignored it for the gifted student. The manner in which it was to be used for the exceptional student was not indicated. Only one

book insisted that there were certain reference tools with which all teachers should be familiar. Several authors suggested that teachers should know how to use the library so as to assist their students in library utilization. One author stated that few individuals knew how to use the library well but made no recommendations to remedy the situation. One author suggested that students needed to be taught how to use the library, providing the instruction was not too formal or too detailed. One author suggested that the teacher might have some voice in book selection.

The neglected library image was detected most often in regard to the library in the secondary school. The elementary education oriented textbooks seemed to hold the library in higher regard, especially the instructional materials center concept of the library. This seemed to indicate a rather shameful record of performance, since libraries in the secondary school have long been established and elementary library service is a relatively new innovation. A gnawing suspicion that the educators had not expected the library to perform any services for the teacher was detected. The professional library seemed nowhere evident as a part of library service and the audio-visual center, upon occasion, was depicted outside the library structure.

The general impression that prevails after this examination is that the public school library generally has had little effect on the education of students. I have the feeling that when librarians think of the public school library, they think of the outstanding examples of the more progressive school system. When the educators see the school library, they see the run-of-the-mill, rather ineffective facility hampered by its quarters, its scanty collection and its lack of trained personnel.

Education has been textbook and teacher oriented for years, but a shift is taking place and education is becoming more and more learning oriented. The teachers are becoming more dependent on supplementary materials and gadgetry to enhance their classroom teaching. Information is expanding too rapidly for them to be satisfied with the single textbooks. Their teacher training texts are constantly referring to the necessity for supplementary materials and so they pay lip service to the library. Educators know where these supplementary materials are housed. They know too the potential value of the library as an information and learning center, but the libraries have not yet measured up to their expec-

tation and needs and they have learned not to be dependent upon them. Too often ways were offered the prospective teachers of getting around the use of the school library. They were advised they could write directly for materials, use the community library or a nearby college library. The services rendered by the outstanding school library must be the exception rather than the rule, or surely more attention to the library would have been reflected in the teacher training textbooks.

UNIT OUTLINE ON THE
LIBRARY'S ROLE IN PUBLIC SCHOOL EDUCATION

A critic, in order to contribute valuable service to a body of knowledge, should be able to offer advice for improvement of the art form under scrutiny. It is fitting at this point in the investigation, therefore, to comment on what the library's role in education should be and what the education textbooks should present.

Libraries perform five quite different roles in education. They organize information, set the climate for learning, store materials when not in use, transmit instructional materials of all kind, and retrieve stored information for immediate utilization. We must never lose sight of the fact that it is the library that is charged with the awesome responsibility of the organization of knowledge. Education in all disciplines is dependent upon organization of previous knowledge to assist in the establishment of new frontiers of discovery. Without organization, education would be slow indeed. Amidst its organized materials, the second role of the library seems obvious, that of establishing a climate for learning. With so much to learn from the recorded past, the environment beckons to the curious mind. The library is a learning center, a place where one can retreat to study. The role of the library as the storehouse of the printed word has given way to the newer concept of the library as the center for instructional materials of all kinds, the audio as well as audio-visual and programmed materials and equipment. A fourth role is that of transmission of materials. A library cannot be content with merely possessing a collection of books and other media. It must distribute the materials, find ways of getting materials off the shelves and into the hands of the public it serves, even when that public is not aware of their existence or even that their utilization will improve the learning situation. Another role that is assuming more and more importance in this information packed world is that of information retrieval. The information that is stored away in the millions of volumes must be made available as quickly as possible and presented in a form that is understandable at varying levels of comprehension.

The library should be, in fact, the heart of the instructional program but the phrase has been attributed to our libraries so freely that it echoes hollowly in the light of the findings of this examination. Just as the heart

BEST COPY AVAILABLE

pumps blood through all parts of the body, the effective library should pump organized information and multi-media materials into every classroom, office and organization of the school. The heart is not a place where blood is deposited; it is a place where blood is transmitted to the parts of the body that could not function without it. When the heart ceases to transmit and merely acts as a depository for the life-giving substance, the patient dies. When our libraries fail to transmit and act only as depositories, they cease to be the heart of the instructional program, and the instructional program must of necessity find new devices to take its place or suffer a stunted growth.

What follows is a list of some of the items that should be in a chapter on the library's role in public school education.

Role of the library in education
- Organization of knowledge
- Establishing a climate for learning
- Storehouse of multi-media resources
- Transmission of materials
- Information retrieval

The Changing concepts of the library
- The library as an instructional materials center
- The library as an information and learning center
  - The joint ALA and NEA Standards for School Media Programs
  - The Knapp Project

Functions of the school library
- To enhance and enrich the curriculum
  - The library's role in the individual oriented curriculum
- To meet the reading needs of the students
  - Extracurricular reading interests
  - Provision of specialized materials for the exceptional child
    - The gifted and talented
    - The mentally handicapped and retarded
    - The visually handicapped
    - The disadvantaged and social deviant
    - The reluctant reader
- To act as a materials center for the teacher
  - Audio-visual media laboratory
  - Professional library
- To instruct in the use of materials
  - Eleven different kinds of reference tools
  - Unique function of each of the tools

Selection policies of the library
- School Library Bill of Rights

Responsibilities of the teacher in a library oriented school
- In book selection
  - Keeping librarian informed of material needed to enhance classroom teaching
  - Keeping librarian informed of upcoming and ongoing units
  - Reserving "reading needs" for students
- In pupil assistance
  - Pointing out to librarian the students who need specialized materials
  - Assisting students in library use
  - Asking librarian to instruct students in technique of information gathering
- In professional utilization
  - Submitting requests for teaching aids
  - Submitting requests for professional publications
  - Allowing librarian opportunity to show the teacher the new materials of interest in his subject field

Teacher aides as liason officers between the library and the classroom

Classroom collections as a supplement to and not substitute for centralized collections

Career opportunities
- Kinds of positions available
- Certification requirements for school librarians
- Job opportunities

BEST COPY AVAILABLE

Implications of the Public School Library Image

BEST COPY AVAILABLE

IMPLICATIONS OF THE PUBLIC SCHOOL LIBRARY IMAGE

The educators are implying by the picture they present of the library in their textbooks, that good school libraries are not yet a universal fact. We might well ask, whose responsibility the school library is, the educators or the librarians. It is only through the joint cooperation of these two kindred professions that the fullest measure of library service can be extended to students at every level, elementary through continuing adult education.

The Educators' Role in Library Improvement

Francis E. Kepple, former U.S. Commissioner of Education, stated that, "A school without a library is a crippled school." Yet in 1964, 60% of our elementary schools serving some 10 million children had no libraries, and 84% of our libraries were without librarians.[1] At that time, cities like Boston were without elementary school libraries and Philadelphia had over 100 elementary schools without libraries. The city of Los Angeles had elementary library collections but no librarians.

With the passage of the Elementary and Secondary Education Act in 1965, all this is now in the process of changing. New blood has been pumped into school libraries all across the country. Not only are new materials being provided, but new quarters and trained librarians as well. Under Title II of this Act, 43,000,000 school children have been provided with 70,000,000 books and audio-visual teaching aids; 62,000 libraries have been expanded, 3600 new ones have been established and 250 special library centers have been opened. In addition, under the National Defense Education Act, 4700 school librarians have been enrolled in summer training institutes.[2]

The impact of these libraries should be reflected positively in the teacher training textbooks of the next few years. That is, they will be, if

---

[1] Tanner, C. W. "Getting and Keeping a School Librarian," N. E. A. Journal 54:43, Oct. 1965.

[2] Warner, Susan. "Critical Tests Ahead for Federal Book and Library Programs," Publishers Weekly 195:62-63, April 28, 1969.

the libraries continue to receive the kind of financial support necessary to sustain their programs. Already there is a hint of better things to come in the heralding by many writers of the new multi-media concept of the library. It is vitally important that our libraries (or media centers) never again want for financial support. Some of the financial girding of the Elementary and Secondary Education Act is already showing indication of being withdrawn. The educators in the local public school systems, however, must not allow support for their libraries to dwindle, lest the new media center deteriorate into the unimpressive 'library' the textbook writers ignored.

The new Standards for School Media Programs[3] established through the joint cooperation of the American Library Association and the National Education Association should assure continued support of our library programs and forestall any lapse in improved services. Educators must familiarize themselves with these standards. Prospective teachers should be made aware of them, and the teaching profession wholeheartedly endorse them.

Educators must call for unified media centers encompassing the services of the traditional library, the instructional materials center, and the professional library. These are functions that should not be parcelled out to separate facilities. Educators must also insist that these centers be administered by professional personnel, media specialists as well as librarians, with sufficient clerical assistance to assure proper use of professional time. The Standards should be used by the educators as aims toward which they chart their progress, as a yardstick to measure their performance, and accrediting agencies should take these standards into account when evaluating each local school system.

Some years ago it was estimated that by this year, 1970, there would be in the vicinity of 125,000 vacancies in our school libraries. This figure arrived at, no doubt, based on the assumption that every library would have a trained librarian and that schools without libraries, would get one. When the Elementary and Secondary Education Act of 1965 was passed, public school administrators across the country faced the shortage of librarians in the local

---

[3] op. cit.

BEST COPY AVAILABLE

schools, in their own fashion. They urged members of their own faculty to return to college for library training, paying their expenses in many instances. In response to their cry for help, many institutions of higher learning began offering courses in library science. As a result, teacher librarians are not as scarce as they once were, and there is little excuse for libraries in the public school to be tended by untrained personnel.

If one can draw a judgment from the past, based on the dreary image painted by some of the textbook authors, and personal observation, when funds for public education are tight, the library is one of the first places to feel the pinch. Book budgets are rolled back, collections lose their vitality and the librarian, offering a diminished service, finds that in the eye of the school administration, her job has deteriorated into a clerical position easily dispensed with. Educators must not for an instant, however, consider that the libraries established by specialists can be maintained by generalists. When funds get tight, the library budget must not be considered the first place to economize. Newly established and expanded libraries must be given a chance to prove their worth and it takes a specialist in library procedures to get the maximum benefit from a budget of any size, large or small. There is a vast difference between a collection of books and a library, and the trained librarian can make that difference. The library is an information center and the librarian is not a mere keeper of the books, but an information specialist as well, whose talents must be utilized in guiding students and teachers alike in their pursuit of information.

Education is the process of imparting or acquiring knowledge. It is the method by which man informs himself and his fellow man. Who in this day and age can doubt that the job of keeping man informed has taken on giant proportions? The tremendous information explosion of the post World War II period is everywhere apparent. Information specialists tell us that information is doubling at the rate of every twelve years, more frequently in the scientific fields. From the time a student starts in the first grade until he graduates from high school, information has doubled on him. The student entering college in the 60's was faced with twice the information the student of the 50's faced. Who knows but what information growth in the 70's will not be accelerated.

Educators have found out that they can't begin to teach students all

there is to know about a subject, or even all the subjects they need to know. Educators are beginning to realize that it is increasingly more important to motivate the student to find out for himself what he needs to know. The textbooks reflect a growing awareness of the individually oriented curriculum where the emphasis is on personal study and research. The gifted students are already being shifted into this kind of program. Educators must accept the fact that in this information packed world of ours it is essential for our young people to be taught the techniques of information gathering. When we can not possibly teach them all they need to know, we must at least try to teach them how to find out for themselves when the need arises.

Our libraries are the information centers of the world, for it is here that recorded knowledge of all kinds, and all times, are housed. Librarians have been specifically trained in the techniques for retrieving this information as expeditiously as possible, at graded levels of comprehension, utilizing reference tools unknown to the layman. It is time the educators accept, without shame, the fact that they do not know all there is to know about library usage and turn the task over to the librarians.

The job of teaching students the techniques of information gathering cannot be done in an hour lecture, by the librarian who offers it whenever she can grab a period away from a classroom teacher. It requires that time be allotted to it in the regular curriculum, at all levels of education, elementary school through higher education, with an ever increasing degree of library sophistication. "The half of knowledge is knowing where to find it," and educators must make room for such instruction in their curriculum. When students, some of whom eventually become our professional educators, know how to use the facilities of their libraries properly, their libraries will take on added importance in their education. Insisting our students use the library is one thing. Assisting them in library use is quite another.

To summarize then, the responsibilities of the educators for improved library facilities, are fourfold. They must assure financial support for libraries that is adequate to cover the cost of the best possible service. They must wholeheartedly endorse the Standards for School Media Programs, utilizing them as guidelines for charting progress, and assuring unified media services.

They must insist that all libraries be maintained by full-time, trained librarians, with adequate clerical assistance to assure expeditious use of professional time. They must awaken to the realization that the educated man of the future must be steeped in the knowledge of how to locate information, allowing time in the regular school curriculum for the study of the techniques of information retrieval.

The Librarians' Role in Library Improvement

It would appear that despite the lip service paid to it, the library is not the heart of the instructional program of the school. If it had been, the education textbooks would have been full of the utilization of the library to assist the novice teacher, and it wouldn't have taken an act of Congress to convince school administrators of the necessity of universally providing library services for all school children. The public school library has taken on significance, more through the stimulation of federal matching funds, than any serious change in the philosophy of the school administrator.

The library profession, however, is now in a position of showing the educators what it is capable of doing. To date, educators, for the most part, have recognized libraries in their organizational and depository function only. However, they are in the process of enlarging the generic book concept to include the multi-media format. Aware of the inability to satisfy the teaching function with the use of a single textbook, aware of the necessity to teach for individual differences, educators are ripe to learn how to gain maximum use of library facilities. The responsibility for improvement of school library services on the part of the library profession is mainly one of education. Based on the findings of this study there appears to be a call for three distinct kinds of educational programs.

The curriculum in our professional library schools must be upgraded to include the multi-media concept of the library taking into account, the changing techniques of education. The cataloging and selection courses must be enlarged to include the difficult task of selection, organization, and description of non-print materials. Every effort of the professional associations must be brought to bear on those state departments of education that have not as yet made a course in audio-visual aids a requirement for certification of school librarians. If our librarians are to serve capably in our new media centers,

BEST COPY AVAILABLE

they must be prepared now, to forestall school administrators from establishing the centers outside the library structure and by-passing the established libraries. For those librarians already serving in school libraries, audio-visual workshops on a regional basis should be provided and urged upon them. Librarians cannot be expected to handle the media centers single-handedly, and should not allow themselves to be overburdened without sufficient clerical help; but they must be ready to handle the media intelligently and efficiently.

Another educational area, one in which almost nothing has been done to date, is that of educating the layman in techniques of information gathering. The few librarians who are engaged in teaching, are engaged in the professional preparation of librarians, the business of perpetuating and increasing our numbers. Some of the education textbook authors indicated an awareness that few individuals knew how to use libraries well. They offered no remedy for the situation, but urged the library's use nevertheless. Teachers were admonished that they should assist students in their use of the library. As concerned professionals we should begin asking ourselves who teaches the teachers how to use the library. If the teacher is a product of a public school system whose school library was the average mediocre one depicted in the textbooks, and he went to a university where no attempt was made to teach the proper use of the library, what special endowment does the teacher have to enable him to teach students how to use a library? Are we willing to admit that there is nothing in the content of our discipline that should be taught the layman? Are our classification schemes so apparent, and our methods of describing our holdings so clear, that all students are using our collections intelligently and efficiently, and getting maximum benefit from our service? Even if this fact were true, can we pretend in this information age, that the many reference tools offering shortcuts to information, are known to our students? Can we in conscience be satisfied when our graduates leave our institutions of higher learning never having run up against such gems as FACTS ON FILE, STATEMAN'S YEARBOOK, or even worse, teachers who have never heard of the EDUCATION INDEX.

If the state of Kentucky is typical of other states, no serious attempt is made to teach students the techniques of information gathering. What teaching that is being done regarding library use in our institutions of higher learning, has been left primarily to the discretion of the English departments.

Some schools in their Freshman orientation programs will offer library instruction. Only two of the twenty-one teacher training institutions in Kentucky offered a formal course in the use of books and libraries.

It is time that the profession insist that every teacher should be taught the techniques of information research and it is time that the profession assume the responsibility for teaching it. Librarians should no longer be content to sit on the fringe of education, but actually involve themselves in it. No longer dare we be satisfied with just providing the materials for man to educate himself, organizing them, and then sitting back in our "super market" and allow him to help himself. Recorded information has become so abundant, organization has become so complex, the need to know has become so urgent, and time has become so precious, that assistance in use of our collection calls for a new breed of librarian. The responsibilities of the reference librarian need to be enlarged. The libraries of the 70's, in our schools at every level, call for a teaching librarian.

Another educational area the library profession should begin to give serious attention to is that of the training of technicians. Technicians can be taught to take over many of the sub-professional library tasks that eat up so much valuable time, thereby stretching the job capacity of the professional.

The textbook writers while not openly criticizing the librarians, by their omission of any appreciable reference to them, impugned their professionalism. There were veiled hints of criticism when one author suggested that librarians were "usually" helpful, "almost always" willing to assist. Librarians, charged with the awesome responsibility of selection, organization and dissemination of materials, oftentime single-handedly, have had little time to devote to public relations and personal assistance. At the rate of information growth, there is no assurance that the situation will improve. Even a tremendous increase in professional recruitment is not likely to more than just keep us abreast of the tide. We must begin now to rely on technicians for assistance, setting up programs for their training, insisting on salaries commensurate with their responsibilities, and paving the way for their acceptance by educational administrators and accrediting agencies. If we don't get added assistance for the overloaded librarian, the textbook writers of the next decade may not be so kind when referring to the assistance the librarian is able to offer the indi-

vidual students. If we don't get technical assistance the professional librarian cannot hope to be released from the responsibilities of the library long enough to get into the classroom and teach the use of the information aids.

The threefold educational program of the library profession: upgrading its professional curriculum to include the audio-visual media, teaching the proper utilization of its facilities to the layman, and training of technicians for maximum sub-professional assistance, cannot help but improve library services. Our image as a profession of stature will improve when educators witness the efficiency of the professional in handling the complex newer media, when they witness the maximum utilization of library materials by teachers and students alike, when they witness the librarian using his time professionally.

When we have library-minded teachers and teaching-minded librarians, we will have libraries at every level of education, serving to their fullest measure, the needs of our students. If both the education and library professions meet their responsibilities, the teacher training textbooks of the next decade will not ignore the contributions of the school library in the education of the student, and our libraries will, in fact, become the heart of the instructional program.

BEST COPY AVAILABLE

Appendix

BEST COPY AVAILABLE

March 3, 1969

Dear _____:

I am interested in finding out how the school library is presented to prospective teachers in the state of Kentucky. Here at Union, we cover the role of the library in the school in the Introduction to Education course. However, we have found that the textbook we are using for this course presents a very inaccurate and distorted view of the school library.

In examining some other texts, I find that no mention of the school library is even made. On the basis of this, I believe one of the reasons for the shortage of school librarians across the country is that the information the prospective teachers are getting about teacher librarians is unappealing, inaccurate, or possibly nonexistent. Therefore, I have taken as my topic for a sabbatical research project, The Educators' View of the Public School Library. Hopefully, both professions may profit from such an examination.

I would be most grateful if you would please fill out the attached questionnaire and return it to me in the enclosed self-addressed envelope.

Sincerely,

Virginia D. Saddler
Asst. Prof. of Library Science

(Cover Letter to Questionnaire One
Sent to Director, Dept. of Education)

Please return to Virginia B. Saddler, Union College, Barbourville, Ky. 40906

1. Do your students, preparing for the teaching field, have a unit (or discussion) on the role of the library in the school?
   _____Yes
   _____No (If no, skip to question 6)

2. In which course is this subject treated?

3. What textbook do you use for the course in which the role of the library in the school is studied?
   Author:
   Title:
   Publisher:
   Date:

4. Are you satisfied with the library unit in that textbook?
   _____Yes
   _____No

5. How is the school library unit presented to your students?
   _____Assigned reading from textbook, with classroom discussion
   _____Assigned reading from textbook, without classroom discussion
   _____Assigned reading from book, other than the textbook
   What book?
   _____Classroom discussion led by the instructor
   _____Classroom discussion led by the students
   _____Classroom discussion led by a librarian
   _____School librarian
   _____College librarian
   _____Showing of a film about school libraries
   What film?
   _____Visit to a school library
   Other:

6. Do your students preparing for the teaching field get any formal instruction in the use of books and libraries? (Do not confuse this with the required children's literature course for elementary school teachers)
   _____Yes
   _____No

7. If your students do receive such instruction, what is the nature of it?
   _____A required course on the use of books and libraries
   _____An optional course on the use of books and libraries
   _____Freshman orientation on the use of the library
   _____Instruction in the English classes on use of books and libraries
   Other:

8. Have you ever had any training in the use of books and libraries?
   _____Course in educational research at the graduate level
   _____Undergraduate course in the use of books and libraries
   _____Unit on the library in an undergraduate English class (or other)
   _____Experience gained from years of library use
   Other:

Signed _____
Position _____

BEST COPY AVAILABLE

Box 519
Union College
Barbourville, Ky. 40906
October 1, 1969

Dear Colleague,

I am working on a sabbatical research project with which you as a librarian should be interested. I am trying to find out how the school library is presented to prospective teachers in the state of Kentucky.

In talking to our Introduction to Education classes here at Union on the role of the library in public school education, I was amazed to discover the gross inaccuracies and distortions presented in their textbook. I decided an examination of other education texts should be made.

I sent a questionnaire to all directors of education in the teacher training institutions of Kentucky. I did not, however, get a response from all of them and I am therefore asking for your assistance.

According to the guidelines for teacher training institutions set out by the state Department of Education, the role of the library should be presented in the Introduction to Education or School Organization course. Each school labels these basic introduction courses differently so I am asking you to determine for me the name of the course or courses which introduce the education field to the prospective teacher. It is the textbook for this course that I am interested in examining.

On the basis of some of my findings to date, I believe one of the reasons for the shortage of librarians across the country is that the information prospective teachers are getting about libraries and librarians is unappealing, inaccurate, or possibly non-existent. The way teachers see us can't help but be reflected in the way their students see us, and their students, after all, are our public eventually and hopefully some of them will want to be our colleagues.

I would be most grateful if you would fill out the attached questionnaire as soon as possible and return it to me in the enclosed self-addressed envelope.

Sincerely,

Virginia R. Saddler
Asst. Librarian
Asst. Professor of Library Science

(Cover Letter to Questionnaire Two
Directed to Reference Librarian)

Please return to Virginia B. Saddler, Box 519, Union College, Barbourville, Kentucky 40906

1. What is the name of the basic introduction to education course/or courses in your institution?
   Course number Name

2. What textbook has been adopted for this course/or courses?

3. Do students in your institution get any formal (classroom) instruction in the use of books and libraries? (Do not confuse this with the course in children's literature or courses offered prospective librarians)
   _____Yes
   _____No

4. If your students do receive such instruction, what is the nature of it?
   _____A required course on the use of books and libraries
   _____An optional course on the use of books and libraries
   _____Freshman orientation on the use of the library
   _____Instruction in the English classes on use of books and libraries
   Other:

Name_____

Position_____

Institution_____

Questionnaire Two

BEST COPY AVAILABLE

Institution	CI Answered by Director	CI Answered by delegated personnel	CI Unanswered	CII Sent to Reference Librarian	CII Answered	CII Redirected to Librn.	Personal Contact
1. Asbury		+		+	+		
2. Bellarmine			+	+	+		
3. Berea	+			+		+	*
4. Cumberland			+	+	+		
5. Campbellsville	+			+	+		
6. Centre College		+		+			+
7. Georgetown			+	+	+		
8. Cumberland	+			+	+		
9. Western Kentucky		+					
10. Kentucky Wesleyan		+		+	+	+	
11. Kentucky State	+			+	+		+
12. Kentucky Wesleyan	+			+	+		+
13. Morehead State		+ °		+	+		+
14. Murray State	+			+	+	+	+
15. Nazareth College	+			+	Merged		
16. Pikeville			+	+	+	+	
17. Thomas More	+			+	+		
18. Transylvania			+	+	+	+	+
19. Union	+						
20. Univ. of Kentucky			+	+	+		*
21. Univ. of Louisville			+	+	+		
22. Ursuline	+			+	Merged		
23. Western Kentucky		+		+	+		
TOTAL	10	6	7	21	17	5	8

* = Telephone Call to Campus Bookstore

° = Did not return questionnaire. Letter received from head of the library science program.

SUMMARY OF QUESTIONNAIRE RETURNS

BEST COPY AVAILABLE

Questionnaire One	Institutions																					Total
	1	2	3	4	5	6	7	8	9	10	11	12	13*	14	15	16	17	18	19	20	21	22	23	
Lib. unit offered				+																				4
Lib. unit not offered					+	+		+	+	+	+	+	+		+							+	+	12

BEST COPY AVAILABLE

Questions	Schools																					Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Basic Intro. Course																						
One Edu. Course	+		x	+	+	+	+	x	+	+	+	+		+			+	**	+	+		16
Two courses		+											+								+	3
Test																						
One test per course	+		x	+			+	x	+	+	+		+	+	x		+	x	+	+		16
Two or more per course					+	+						+										3
One or one course two for a 2nd course																					+	1
No test used		+																				1
Instruction in Use of Lib.																						
Yes	+	+	x	+	+	+	+	x	+	+	+	+	+	+	x	+	+		+	+	+	20
No																		x				1
Nature of Instruction																						
Required course																						0
Elective course											+										+	2
Freshman Orientation	*	+		*	+	*	+			+	+	+		*			*	+	*			5
In English Class	*	+	x	*	+	*	+	x	+	+	+		*	+				+		+	+	7
Other			x										+		x							3

x = Information gathered from Questionnaire I or telephone call

\+ = Information gathered from Questionnaire II

* = Offered up until this year but seemed inadequate

** = Offers a 3-2 double degree program for secondary education

1. Asbury
2. Bellarmine-Ursuline
3. Berea
4. Brescia
5. Campbellsville
6. Centre
7. Cumberland
8. Eastern Ky.
9. Georgetown
10. Ky. State
11. Ky. Wesleyan
12. Morehead State
13. Murray State
14. Pikeville
15. Spalding
16. Thomas More
17. Transylvania
18. Union
19. Univ. of Kentucky
20. Univ. of Louisville
21. Western Kentucky

SUMMARY OF REPLIES TO QUESTIONNAIRES ONE AND TWO

BIBLIOGRAPHY OF TEXTBOOKS EXAMINED

Bayles, Ernest E. Pragmatism in Education. New York, Harper & Row, 1966.

Bent, Rudyard K. and Henry H. Kronenberg. Principles of Secondary Education. 5th ed. New York, McGraw-Hill, 1966.

Brown, James Wilson, Richard B. Lewis and Fred F. Harcleroad. A-V Instruction: Media and Methods. 3rd ed. New York, McGraw-Hill, 1969.

Butler, J. Donald. Idealism in Education. New York, Harper & Row, 1966.

Chamberlain, Leo Martin and L. W. Kindred. The Teacher and School Organization. With the assistance of John M. Mickelson. 4th ed. Englewood Cliffs, N. J., Prentice-Hall, 1966.

Charles, Milton R. A Preface to Education. New York, Macmillan, 1965.

Clark, Leonard H. and Irving S. Starr. Secondary School Teaching Methods. 2nd ed. New York, Macmillan, 1967.

Cressman, George Righter and Harold M. Brenda. Public Education in America: A Foundations Course. 3rd ed. New York, Appleton, Century, Crofts, 1966.

Crow, Lester D. and Alice Crow. Introduction to Education; fundamental principles and modern practices. 2nd ed. New York, American Book Company, 1966.

DeYoung, Chris Anthony and Richard Wynn. American Education. 6th ed. New York, McGraw-Hill, 1964.

Frasier, James E. An Introduction to the Study of Education. 3rd ed. New York, Harper & Row, 1965.

Frost, S. E. Introduction to American Education. A College Course Guide. Garden City, N. Y., Doubleday, 1962.

Lee, Johnathan Murray. Elementary Education Today and Tomorrow. Boston, Allyn & Bacon, 1967.

Lueck, William R. and others. Effective Secondary Education. Minneapolis, Burgess Publishing Company, 1966.

Reece, Drewry. Interdisciplinary Readings for Beginning Students in Education. New York, Selected Academic Readings, 1969.

Meyer, Adolphe E. An Educational History of the American People. 2nd ed. New York, McGraw-Hill, 1967.

Morris, Van Cleve and others. Becoming an Educator; an introduction by specialists to the study and practice of education. Boston, Houghton Mifflin, 1963.

Morris, Van Cleve. Existentialism in Education: What It Means. New York, Harper & Row, 1966.

Norbovig, Marcella H. and Herbert J. Klausmeier. Teaching in the Elementary School. 3rd ed. New York, Harper & Row, 1969.

Oliva, Peter F. The Secondary School Today. New York, World, 1967.

Perkins, Hugh V. Human Development and Learning. Belmont, Calif., Wadsworth, 1966.

Petersen, Dorothy G. The Elementary School Teacher. New York, Appleton-Century-Crofts, 1964.

Richey, Robert William. Planning For Teaching; an introduction to education. 4th ed. New York, McGraw-Hill, 1968.

Stone, James C. and F. W. Schneider. Foundations of Education. New York, Thomas Y. Crowell, 1965. (Their Commitment to Teaching, v.1)

_____. Readings in the Foundations of Education. New York, Thomas Y. Crowell, 1965. (Their Commitment to Teaching, v.2)

Wingo, Glenn Max. The Philosophy of American Education. Boston, Heath, 1965.

BEST COPY AVAILABLE

TEXTBOOKS BY INSTITUTION

Asbury College, Wilmore
Education 101, Introduction to Education.
Richey. Planning for Teaching.
Education , Instructional Materials.
Brown. A-V Instruction.

Bellarmine-Ursuline College, Louisville
Education 333, Foundations of Elementary Education.
No textbook is used.

Berea College, Berea
Education 224, Introduction to Education.
Richey. Planning for Teaching.

Brescia College, Owensboro
Education 207, Introduction to Education.
Richey. Planning for Teaching.

Campbellsville College, Campbellsville
Education 210, Introduction to Education.
Frost. Introduction to American Education.
Meece. Interdisciplinary Readings for Beginning Students in Education.

Centre College, Danville
Education 31, Introduction to Education.
Butler. Idealism in Education.
Bayles. Pragmatism in Education.
Morris. Existentialism in Education.

Cumberland College, Williamsburg
Education 131, Introduction to Education.
Meyer. Educational History of the American People.

Eastern Kentucky University, Richmond
Education 202, Professional Orientation.
Stone. Foundations of Education.

Georgetown College, Georgetown
Education 110, Survey of Education.
DeYoung. American Education.

Kentucky State College, Frankfort
Education 412, Administration of the Public Schools.
Chamberlain. The Teacher and School Organization.

Kentucky Wesleyan College, Owensboro
Education 311, The American School System.
Chamberlain. The Teacher and School Organization.

Morehead State University, Morehead
Education 100, Orientation in Education.
Charles. Preface to Education.
Cressman. Public Education in America.

Murray State University, Murray
Education 102, Child Growth and Development.
Perkins. Human Development and Learning.
Education 311, Fundamentals of Secondary Education.
Clark. Secondary School Teaching Methods.

Pikeville College, Pikeville
Education 200, Introduction to Education
Richey. Planning for Teaching.

Spalding College, Louisville
Education 310, Fundamentals of Elementary Education.
Petersen. Elementary School Teacher.
Education 439, Fundamentals of Secondary Education.
Lueck. Effective Secondary Education.

Thomas More College, Fort Mitchell
Education 320, Fundamentals of Elementary Education.
Nerbovig. Teaching in the Elementary School.
Education 360, Fundamentals of Secondary Education.
Oliva. The Secondary School Today.

Transylvania College, Lexington
Education 244, Introduction to Educatirn.
Morris. Becoming an Educator.

Union College, Barbourville
Education 241, Introduction to Education.
Crow. Introduction to Education.

University of Kentucky, Lexington
Education 101, Teacher in American School.
No text.
Education 301, Education and American Culture.
Mingo. Philosophy of American Education.

University of Louisville, Louisville
Education 201, Introduction to Studies in Education.
Frasier. An Introduction to the Study of Education.

Western Kentucky University, Bowling Green
Education 100, Introduction to Elementary Education.
Lee. Elementary Education Today and Tomorrow.
Education 200, Introduction to Secondary Education.
Bent. Principles of Secondary Education.
Richey. Planning for Teaching.

BEST COPY AVAILABLE

About the author . . .

Mrs. Virginia B. Saddler is head of the library science curriculum at Union College. She is an associate professor of library science, teaching on the undergraduate and graduate levels, and is also assistant librarian. She holds the B.A. degree from Cornell College, and the B.S. in L.S. and M.S. degrees from University of Illinois. This report is the result of research completed during her sabbatical leave in 1969-70. It is published by the Library Science Department of the Graduate School and the Public Information Office, Union College, Barbourville, Ky. 40906, in the interest of improving teacher preparation in library science.